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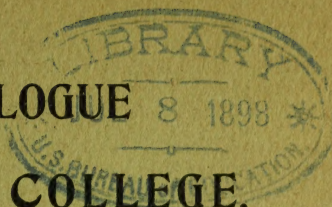
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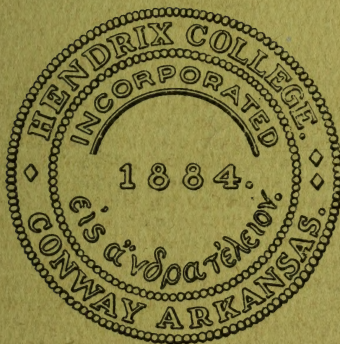
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CATALOGUE

HENDRIX COLLEGE.



Register for 1897-8.

Announcements for 1898-9.

FIFTEENTH
ANNUAL CATALOGUE
OF
HENDRIX COLLEGE,
CONWAY, ARK.



Register for 1897-8.
Announcements for 1898-9.

1898.

Sept. 26-27.....Entrance Examinations.
Sept. 28.....First Term begins.
Oct. 2.....Opening Sermon.
Oct. 3.....Y. M. C. A. Reception.
Nov. 1.....Subjects for Senior Theses se-
lected.
Nov. 8.....First Term Essays.
Nov. 22.....First Declamation Day.
Nov. 24.....Thanksgiving Holiday.
Dec. 19-22.....Examinations.
Dec. 23-28.....Winter Recess.
Dec. 29.....Second Term begins.

1899.

Feb. 7 Second Term Essays.
Feb. 21 Second Declamation Day.
Feb. 22 Joint Session of Literary So-
cieties.
March 13-18..... Examinations.
March 22..... Third Term begins.
April 11..... Third Term Essays.
April 25..... Third Declamation Day.
May 1..... Senior Theses submitted.
June 5-10..... Examinations.
June 11 Commencement Sermons.
June 12 Annual Meeting of Trustees.
June 12-13..... Contests and Anniversaries.
June 14 Commencement Day.

HISTORY.

In 1883 the Arkansas Conference of the Methodist Episcopal Church, South, realizing the importance and the necessity of an institution of highest collegiate grade, authorized its Centenary Committee to establish a College for men.

This committee met at Altus, June 10, 1884, and purchased, subject to Conference ratification, the Central Collegiate Institute, from its owner, Rev. I. L. Burrow. This action was ratified at the ensuing session of the Conference.

During the same year the Little Rock Conference became a joint owner, and in 1886 the White River Conference entered the alliance. Thus, wisely, were the interest and strength of the Church in Arkansas concentrated upon one College, with the purpose of making it worthy of the Church.

As there was no college for girls, Central Collegiate Institute for five years admitted both sexes on equal terms. When, in 1889, Galloway Female College was opened, the Trustees of the Central Collegiate Institute decided that, while women should not be excluded, the institution should be for young MEN; and that, on account of the character of work done, and by virtue of its relation to lower schools, it should be a college. Accordingly,

P7193

the name was changed to HENDRIX COLLEGE, in honor of Bishop E. R. Hendrix.

For several years the conviction had been growing in the minds of those who were in position to understand the situation, that, although the College had done and was still doing a grand work, permanent success could be attained only in a stronger community, more centrally located; hence, at their sessions in 1889, the question of location was considered by the three patronizing Conferences; and, by current resolutions, the whole matter was referred to the College Trustees for final settlement.

January 1, 1890, the Trustees, having met at Little Rock, after a full hearing of both sides, and careful investigation of the claims of Altus, decided to receive propositions from towns desiring the College.

March 19, 1890, at Little Rock, the Trustees received and considered propositions from seven towns; and, in consideration of centrality, a bonus of \$72,000, and other advantages, located the College at Conway.

The property at Altus was sold, the College was transplanted, and in its new location has continued with increased vigor its important work.

PURPOSE.

Hendrix College, founded and maintained by a Christian Church, is intended to be, in the highest sense, a Christian institution. Complete education

involves the spiritual nature and is best given in a genuinely spiritual atmosphere, where religion is made the foundation of character ; hence the College tolerates nothing that tends to weaken true Christian faith, and expects the life and teaching of each Professor to exert a positive elevating influence. The College seeks to gather together a body of choice young men whose lofty ideals and consistent walk will react upon each individual, thus purifying, strengthening, and enlarging the life of all. As far as possible, the morals of students will be carefully cultivated, and all reasonable safeguards will be provided to protect them from vice and immorality.

If their highest interests are duly considered, young men, leaving for the first time the sacred shelter of home, will not be committed to teachers whose skeptical views or careless life may destroy confidence in the faith and hopes of religious parents, but teachers will be found who endeavor, by precept and example, to lead ever toward the ideals of the Great Teacher, the Way, the Truth, the Life of the spiritual world.

In this intensely utilitarian age men virtually worship money, nor will they cease until convinced that there are nobler and purer shrines. Not mere money-changers, but true men, are needed, hence the course of study and discipline at Hendrix College are intended to provide that thorough education which alone fully prepares for the stern duties

of a progressive age. The world's bustling activity calls for practical education, but the best thought refuses to pander to that tendency to regard as practical that alone which produces money and is measured in dollars. Education is only truly practical that produces genuine men. The type of manhood is the proper standard by which to estimate the value of any system of training. That education, which, ignoring culture, burdens the mind with tables and technical terms, simply because these may be useful in business or profession, is not practical and beneficial, but injurious in the extreme. Education founded upon the study of all that is worthy in Science and Literature, giving development to mind and heart, building strong by building deep and broad, is truly practical. The student who has by hard thinking learned to think, not merely to memorize, who has grown into permanent culture and wisdom, who has acquired self-mastery, who has established his character upon eternal principles, is the man who will be felt as a power for righteousness, wherever he may be.

To make strong, manly, Christian men, cultured in mind and heart, ready for service, loving God and fellowman, is the object for which Hendrix College has been founded and maintained.

OWNERSHIP AND CONTROL.

Hendrix College is owned by the Arkansas, Little Rock, and White River Annual Conferences of the

Methodist Episcopal Church, South, and is controlled through a Board of Trustees composed of eighteen members, six (three clerical and three lay) from each Conference, appointed in such a manner that the term of one member from each Conference shall expire at the end of every Conference year. The property belongs in fee simple to the Church, and by concurrent resolution of the Conferences, the Trustees are forbidden to contract any debt for which the College property shall be liable. Thus, after the present debt (now nearly provided for) has been extinguished, the property will be absolutely safe. As the usefulness of the College may be greatly multiplied by liberal endowment and larger equipment, the friends of Christian education are urged to place more abundant means in the hands of the Trustees.

THE BOARD OF TRUSTEES.

Representatives of The Arkansas Conference.

TERM EXPIRES.

REV. G. W. HILL, Fayetteville,	1898.
HON. A. S. McKENNON, Clarksville	1899.
REV. S. ANDERSON, Greenwood,	1900.
HON. W. L. MOOSE, Morrilton,	1901.
REV. F. S. H. JOHNSTON, Conway,	1902.
W. W. MARTIN, Conway,	1903.

Representatives of The Little Rock Conference.

REV. A. O. EVANS, Pine Bluff,	1898.
D. B. COULTER, Brownstown,	1899.
REV. T. H. WARE, Little Rock,	1900.
J. W. BROWN, M. D., Camden,	1901.
REV. J. H. RIGGIN, D. D., Prescott,	1902.
P. D. ENGLISH, Little Rock,	1903.

Representatives of The White River Conference.

REV. M. M. SMITH, Searcy,	1898.
R. R. JAMES, M. D., Cotton Plant,	1899.
REV. Z. T. BENNETT, D. D., Marianna,	1900.
A. L. MALONE, Jonesboro,	1901.
REV. A. M. R. BRANSON, Cotton Plant,	1902.
J. T. HENDERSON, Auvergne,	1903.

OFFICERS OF THE BOARD.

President,.....A. S. McKENNON;
Vice-President,.....J. H. RIGGIN;
Secretary,.....P. D. ENGLISH;
Treasurer,.....W. W. MARTIN;
Financial Agent,.....F. S. H. JOHNSTON.

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Kennon, P. D. English, W. W. Martin.

AUDITING: Z. T. Bennett, P. D. English.

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(Central College, Mo.)

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(Central College, Mo.)

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J. H. REYNOLDS, A. M.,

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PROFESSOR OF HISTORY, ECONOMICS, POLITICAL SCIENCE,
AND EDUCATION.

O. C. LESTER, A. M.,

(Central College, Mo.)

PROFESSOR OF LATIN AND GREEK.

GEORGE LOGAN, JR.,

(Northern Illinois College of Shorthand and Typewriting, Dixon, Ill.;
Comer's Commercial College, Boston.)

PRINCIPAL OF COMMERCIAL DEPARTMENT.

W. N. PITTMAN,

INSTRUCTOR IN MATHEMATICS.

.....
INSTRUCTOR IN ENGLISH.

.....
INSTRUCTOR IN LATIN.

J. G. FRASER, SENIOR LIBRARIAN.

ENTRANCE REQUIREMENTS.

AGE. No student under fifteen will be received unless he is under the immediate care of an older relative. For several years few students have been under sixteen, and the average age has been nearly twenty-one.

CHARACTER. Only students of good moral character are admitted. Certificates or recommendations from former teachers and from ministers or others who are well known in their respective communities should be presented.

SCHOLARSHIP. The preparation of students who seek admission to the Freshman class will be ascertained in the following manner.

1. A student who brings a certificate from the principal of an accredited school will be permitted, without examination, to enter classes for which his certificate shows he is prepared. If at the end of one month he has failed to sustain himself, he will be conditioned and may be required to make up deficiencies in a sub-college class.

2. If a student prefers to be examined before coming to College, questions will be sent to his County Examiner; provided, that the student applies to the President two weeks before the date

fixed for the examination, indicating his preparation and the subjects on which he wishes to stand, and forwards one dollar to cover expense of preparing questions. The applicant shall pay the Examiner's fees, and the Examiner shall certify that the examination has been conducted as required in letter of instructions.

3. If a student does not present a certificate and has not been previously examined, he will be examined at the College on Monday and Tuesday before the opening of the Fall Term, or he may stand the regular term examinations with sub-college classes. Examinations begin at 8:30 A. M., in Room 4.

SUBJECTS. All candidates for degrees are examined in English, History, Mathematics, and Elementary Physics. Examinations in Greek, Latin, French, German, and Elementary Physiology are offered for students who expect to take courses requiring them.

The amount and kind of work and the time which should be given in an academy to each subject to prepare for Freshman Class, are indicated in the following outline.

1. ENGLISH.—No candidate will be accepted in the Freshman class in English whose work is notably defective in spelling, punctuation, idiom, or division into paragraphs.

The grammars of Reed and Kellogg and Meiklejohn are recommended for preparation for entrance. The simple elements of composition and rhetoric must also be mastered in such a book as Williams' Composition and Rhetoric,

Genung's Outlines, or A. S. Hill's Foundations.

READING.—The courses prescribed by the Association of Colleges and Preparatory Schools of the Southern States will be accepted as required reading, or the following books may be read: Hawthorne's *Tanglewood Tales* and *House of Seven Gables*, Defoe's *Robinson Crusoe*, Irving's *Tales of a Traveler*, *Pilgrim's Progress*, Franklin's *Autobiography*, Scott's *Lady of the Lake*, Goldsmith's *Vicar of Wakefield*, DeQuincey's *Flight of a Tartar Tribe*, one of the *Leatherstocking Tales*, T. B. Aldrich's *Marjorie Daw*, and Poe's *Tales*.

STUDY AND PRACTICE.—The following works are set for closer study, and candidates will be examined on their subject-matter, form, and structure: Irving's *Sketch-Book*, Longfellow's *Evangeline*, Poe's *Raven*, Lowell's *Vision of Sir Launfal*, Webster's *Bunker Hill Orations*, and Bryant's *Poems* (Riverside series.).

To prepare thoroughly for Freshman class, students in high-schools and academies, after doing elementary work in English, should spend at least three years on the work outlined above.

2. HISTORY.—United States. Barnes, Montgomery, or Eggleston will serve to suggest the amount of preparation.

Civil Government. Some work like McClary, or Rhoton and Galbraith should be completed. Both state and national governments should be studied.

General History. A General History, such as Myers, Fisher, or Barnes, should be mastered; or a Greek History, like Myers, or Oman, and a Roman History, like Myers and Allen.

In the high school one year should be given to United States History; five months to Civil Government; and one year to General History, or to Greek and Roman History.

A fair knowledge of both ancient and modern Geography is presumed, and may be tested in History examinations.

3. MATHEMATICS.—Arithmetic, Ray's Third Part, or its equivalent.

Algebra : Factoring, L. C. M., G. C. D., Fractions, Simultaneous Equations, Involution, Evolution, and Quadratics.

Geometry : Three books of Plane Geometry ; ability to demonstrate theorems and to do original work.

In an academy or high school, such a book as Ray's Third Arithmetic should be mastered ; one year should be given to Elementary Algebra (Milne, or its equivalent) ; one year to Complete Algebra (Wentworth, or its equivalent). and five months to Geometry (Wentworth or its equivalent).

4. PHYSICS.—The fundamental principles of the various branches of Physics should be studied with such text-books as Shaw's Physics by Experiment, Stone's Experimental Physics, or Gage's Elementary Physics. As far as possible experimental work should be done and problems worked. In the high school six months or a year should be given to Elementary Physics.

5. LATIN.—Caesar, three books ; Cicero, three orations against Catiline ; Virgil, two books, including Latin metre and versification ; Latin Composition : Translation of simple sentences and of connected English prose based on Caesar and Cicero.

In the high school, forms and rules should be thoroughly learned, and in connection with both reading and prose, Latin Syntax should be carefully studied, and special attention should be paid to the etymology of English words derived from Latin roots and to the acquisition of as large a vocabulary as possible. The quality of the work rather than the amount read is the desideratum. In the high school three or four years should be given to this work..

6. GREEK.—First Greek Book (White or equivalent) ; Anabasis, about one book ; Prose Composition, about ten lessons in Collar and Daniell.

In the high school about fifteen or eighteen months should be given to Greek. The student should be well versed in Greek inflections and Syntax and be able to translate with ease into Greek easy prose based on Xenophon, or such as is found in Collar and Daniell's Beginner's Greek Composition.

7. FRENCH.—Thorough knowledge of the forms, familiarity with the principles of syntax, ability to translate easy English prose into French, and the reading of 300 or 400 pages of easy prose, are required.

8. GERMAN.—Thorough knowledge of the forms, familiarity with the principles of syntax, ability to translate easy English prose into German, and the reading of 200 or 300 pages of easy prose, are required.

High school students may prepare in French or German in one year if they are mature and well advanced in other subjects, otherwise two years will be necessary.

9. PHYSIOLOGY.—The usual combination of Anatomy, Physiology, and Hygiene, as treated in Martin's Human Body, (Briefer Course), or Hutchinson's Elementary Physiology, will meet the requirements.

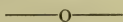
In the high school from six months to a year should be given to Elementary Physiology.

DEPARTMENTS AND COURSES OF INSTRUCTION.

The work of the College is divided among the following Departments: Education, English, French, German, Greek, History, Latin, Mathematics, Natural Science, Philosophy, Physical Science, Political Economy, and Political Science.

In the outlines, the college courses are numbered for convenience, and sub-college courses, when given, are lettered. The value which each subject is allowed in making up a degree course is indicated by figures. Usually a subject to which one recitation a week is given throughout the year has a value of one; or three recitations a week for one term have a value of one. Sub-college subjects required for all degrees have no mark of value. Other sub-college subjects are valued, because, in making up the total number of points necessary for a degree, they may be used to equalize entrance requirements so that the amount of college work may be the same for all degrees. However, a sub-college subject offered to reduce the college work of any degree must be completed before a college subject of the same kind is taken. Unless it is otherwise stated, courses should be pursued in the order in which they are placed in the outline. In making

up electives any course to which a value is assigned may be counted, subject to conditions named in the course. Alternative courses are offered in such a manner that, without increasing the work of professors, students by proper election may pursue both courses. The requirements for the several degrees are given after the outline of the courses.



OUTLINE OF COURSES.

EDUCATION.

PROFESSOR REYNOLDS.

1. History of Education.—Brief survey of ancient and mediæval systems, followed by more intensive study of modern reformers such as Comenius, Rousseau, Pestalozzi, Herbart, Froebel, and Mann. After the development of popular education in this century is noted, present systems in Europe and America are studied. Texts: Painter and Boone. First Term, three times a week. For Juniors. Value 1.
2. Educational Problems.—In this course the rural school problems, secondary education, college and university problems, colored schools, and normal school problems, are examined critically. No text is used, but a printed bibliography, giving detailed references to some two hundred volumes in the library, is placed in the hands of each member of the class. The course is largely source study, the books most freely consulted being the School Laws and the Reports of State Superintendents, Proceedings of the N. E. A., and Reports of U. S. Commissioner of Education. The practice of typical States is compared on every question. All subjects are related to the present conditions in Arkansas. Papers, abstracts,

and discussions are required. Second Term, three times a week. For Juniors. Value 1.

3. School Management and Methods.—The subject matter of this course is classification, incentives, governing power, punishment, tactics, methods, etc. The relation of school government to the formation of character and the social obligations of the public schools are studied. Third Term, three times a week. For Juniors and Irregulars. Value 1.
4. History of Education in the United States.—This course is an intensive study of education in the United States with a view to a more thorough understanding of present educational conditions. Private as well as public endeavor is included, and both North and South receive attention. Courses 1 and 2 are prerequisites. Second Term, twice a week. For Juniors or Seniors. Value 1.
5. Comparison of Educational Systems.—The systems of European and American States are studied and compared. Topics are assigned, and papers prepared by students are read and criticised in class. Reports of the U. S. Commissioner of Education are the principal sources of information. Courses 1, 2, and 3 are prerequisites. Third Term, twice a week. For Juniors or Seniors. Value 1.

ENGLISH.

PROF. HAWLEY AND MR.

- B. Harvey's *Grammar* completed First and Second Terms.
 Reed and Kellogg's *Higher Lessons* studied Third Term.
 Parallel Reading: First Term, Hawthorne's *Tan-*

glewood Tales; Second Term, Defoe's *Robinson Crusoe*; Third Term, Irving's *Tales of a Traveler*.

For Preparatory Students. Daily throughout the year.

- A. Rapid review of grammar, with exercises (Meiklejohn). Four times a week. First Term.

Study of simpler American and English Classics. Once a week. First Term.

Elementary principles of composition and rhetoric. Hill's *Foundations*, with written exercises. Three times a week. Second and Third Terms.

Study of American and English classics continued. Twice a week. Second and Third Terms.

Parallel reading: First Term, *Pilgrim's Progress*; Franklin's *Autobiography*; *Lady of the Lake*; Second Term, *Vicar of Wakefield*; DeQuincey's *Flight of a Tartar Tribe*; one of the *Leatherstocking Tales*; Third Term, Hawthorne's *House of Seven Gables*; Aldrich's *Marjorie Daw*; Poe's *Tales*.

For Sub-Freshmen.

1. Rhetoric.—Careful study of rhetoric is pursued in this course. Genung's *Practical Rhetoric*, Part I., is used, and the class studies and prepares exercises based on the corresponding part of Genung's *Rhetorical Analysis*. Twice a week throughout the year. For all Freshmen. Value 2.

2. Literature.—Pancoast's *Introduction to English Literature* is the text book for this course. Illustrative selections from Tennyson and the eighteenth century poets are carefully studied in class. The purpose of this course is to give the student a knowledge of the history of English literature and, through lectures by the Professor, to cultivate a taste for letters.

Parallel reading: First Term, Macaulay's *Essays*;

David Copperfield: Second Term, *Adam Bede*; *Silas Marner*; *Tale of Two Cities*: Third Term, *Ivanhoe*; *Henry Esmond*.

Three times a week throughout the year. For all Freshmen. Value 3.

3. Rhetoric.—The higher elements of style are studied, with Part II. of Genung's *Practical Rhetoric* used as a text. The corresponding exercises in Genung's *Rhetorical Analysis* are studied. The aim of this course is to develop the powers of invention by a careful study of the best specimens of English prose. Once a week throughout the year. For all Sophomores. Value 1.
4. Literature.—Special effort is made in this course to cultivate literary taste by giving the students a knowledge of the artistic beauty and deeper meaning of the best poems of Wordsworth, Coleridge, Byron, Shelley and Keats, with constant reference to the critical studies of these authors found in the library. Some book on the science of criticism will be used as a text, such as *Elements of Literary Criticism*, by Johnson (Harper's), or *Interpretation of Literature* by Crawshaw (Macmillan.)

Parallel reading: First Term, Wordsworth's *Prelude* and Hudson's *Studies in Wordsworth*: Second Term, *Life of Shelley* in Great Writers Series; Scudder's edition of *Prometheus Unbound*; *Hellas*: Third Term, Keats' Poems (Atheneum Series), *Aurora Leigh*. Twice a week throughout the year. For all Sophomores. Value 2.

5. Literature.—This course comprehends the three great poets, Chaucer, Milton and Shakespeare. Chaucer's Prologue and Knight's Tale is studied during the First Term; Milton's poem's with references to library, the

Second Term; Shakespeare's poems, with constant reference to the critical studies of Coleridge, Dowden, Moulton, and Corson, the Third Term.

Parallel reading: First Term, Spenser's *Fairie Queen*, Books I. and II.: Second Term, all of Milton's poems, and *Areopagitica* or *Second Defense of the English People*: Third Term, nine of Shakespeare's plays, to be selected by the Professor. Twice a week throughout the year. For Juniors. Value 2.

6. Language.—The historical development of the language from the earliest times to Chaucer is studied in this course. Cook's *First Book in Old English*, and Morris and Skeat's *Specimens of Early English* are used. Either Lounsbury's or Emerson's *History* is read as parallel. Twice a week throughout the year. For Seniors. Value 2.

FRENCH.

PROFESSOR MILLAR.

1. Grammar (Otto), including all the forms and the principal irregular verbs. Reading of about two hundred pages of easy prose. Composition, sight-reading, and conversation. Five times a week throughout the year. For Sophomores. Value 4.
2. Careful reading, in class, of the best productions of classic and modern writers, such as: Corneille, Moliere, Racine, Dumas, Hugo, Balzac, Lamertine, Vigny, Gautier. Parallel reading, sight-reading and composition. The authors and books read are varied from year to year.
Four times a week throughout the year. For Juniors. Value 4.
3. Extensive reading of the larger and more difficult works

of the best authors. Study of French Literature. Writing of essays and critiques in French and English.

Once or twice a week throughout the year. Elective for Seniors. Value 2.

This course will not be given unless as many as three elect it.

GERMAN.

PROFESSOR MILLAR.

1. Grammar (Joynes-Meissner), Part I. Reading of about one hundred and fifty pages of easy prose. Composition, sight-reading, and conversation.

Five times a week throughout the year. For Sophomores. Value 5.

2. Careful reading, in class, of the best authors, such as: Goethe, Schiller, Lessing, Freytag, Heine. Parallel reading, sight-reading, and composition. The authors and books read are varied from year to year.

Three times a week throughout the year. For Juniors. Value 3.

3. Extensive reading of the larger and more difficult works of the best authors. Study of German Literature. Writing of essays and critiques in German and English.

Once or twice a week throughout the year. Elective for Seniors. Value 2.

This course will not be given unless as many as three elect it.

GREEK.

PROFESSOR LESTER.

- A. Elementary Greek.—White's First Greek Book, Anabasis, Collar and Daniell's Greek Prose. Daily throughout the year. For Sub-Freshmen. Value 3.

Course A, or its equivalent, is required of A. B. students for entrance to college classes, and the purpose is to fit such students, not offering Greek as an entrance subject, as rapidly as possible for the Freshman class. While given primarily for A. B. students it is open to all who wish to take it.

1. Xenophon, Anabasis; Sight translation. First Term, four times a week. For Freshmen.
2. Herodotus, Selections; Sight translation. Second Term, four times a week. For Freshmen.
3. Homer, Iliad; Sight Translation. Third Term, four times a week. For Freshmen.

In all the preceding courses much attention will be given to acquiring a good Greek vocabulary. Differences in Greek, Latin, and English idiom are constantly pointed out and derivative words noticed. A critical study of the text is made and attention given to the development of the dialects.

4. Greek Composition.—Translation of simple sentences and English narrative based on easy authors. Review of inflections and a thorough study of Syntax. Goodwin's Grammar is used throughout the course. Given in connection with 1, 2, and 3. Once a week throughout the year. For Freshmen.

The value of Courses 1, 2, 3, and 4 is 5.

5. Demosthenes, Philippics; Sight translation. This subject is the basis for a general study of Greek Ora-

tory. A critical study is made of Demosthenes as an orator and statesman, and of the political condition of Greece in his time. First term, twice a week. For Sophomores.

6. Thucydides, Book I. or VII. This subject includes a study of the sources of Greek history and a comparison of the Greek historians. Second Term, twice a week. For Sophomores.
7. Sophocles, Antigone or Electra. While careful attention is given to the study and interpretation of the text, a study of the origin and development of the Greek Drama is included in the reading of Sophocles. Third Term, twice a week. For Sophomores.
8. Plato, Apology and Crito. Given in '99-'00 as an alternative for 7. Third Term, twice a week. For Sophomores.
9. Advanced Greek Composition. Translation of more difficult English prose. Greek idiom is carefully studied. Given once a week throughout the year, in connection with Greek 5, 6, and 7. Prerequisite Greek 4.

The total value of the Sophomore Greek is 3.

10. Homer, Odyssey. Junior Elective. First Term, twice a week.
11. Lyric Poets. Junior Elective. Second Term, twice a week.
12. Plato, Phaedo. Junior Elective. Third term, twice a week.

The total value of Junior Greek is 2.

13. History of Greek Literature. A critical and historical study of the origin and development of Greek Liter-

ature. Junior or Senior Elective. Once a week throughout the year. Value 1.

14. Aristophanes, Birds. Senior Elective. First term, twice a week.
15. Homer, Iliad. Senior Elective. Second term, twice a week.
16. Plato, Philosophy. Senior Elective. Third Term, twice a week.

The total value of Senior Greek is 2.

17. Greek Archaeology. Junior or Senior Elective. A study of Greek life, architecture, and sculpture. This course may terminate in a thesis instead of an examination at the option of the instructor. Once a week throughout the year. Value 1. The Junior and Senior Electives are given on alternate years. Papers on appropriate subjects will be prepared and discussed by members of the classes.

HISTORY.

PROFESSOR REYNOLDS.

- B. United States History ; First and Second Terms. Civil Government ; Third Term, three times a week. For Preparatory Class.
- A. History of Greece ; First Term. History of Rome ; Second and Third Terms. Twice a week. For Sub-Freshmen.
1. Europe in the Middle Ages.—Contributions of Rome to the civilization of the world ; dissolution of the empire ; migrations of the Germanic peoples ; the influence of the Church in reorganizing society ; the growth of the Papacy ; the empire of Charles the

Great; the Holy Roman Empire and its struggle with the Papacy; the Crusades; Feudalism. Text-book, supplemented by daily reference to the library. First Term, three times a week. For all Sopomores. Value 1.

2. Modern Europe to the French Revolution.—Transition from feudalism to monarchy; inventions; economic, intellectual, religious, and political revolutions; Reformation; counter Reformation; religious wars; absolutism; struggle for constitutional government in England; Church and State; colonization policies of European States; France, under Louis XIV. Text-book, with daily reference to the library. Second Term, three times a week. For all Sophomores. Value 1.
3. French Revolution and Europe in the Nineteenth Century.—Antecedents of the Revolution; constitutions; work of Napoleon; development of national consciousness in Europe; reaction; Congresses of Vienna and Verona; the Bourbons; Revolutions of 1830, 1848, and 1871; unification of Italy; unification of Germany; national consciousness in the Balkan States; democracy in England; Eastern question; partition of Africa. Text-book, with free reference to the library. Outlines and abstracts of parallel reading required. Third Term, three times a week. For all Sophomores. Value 1.
4. Constitutional History of England.—This course emphasizes the growth of the English kingship, judiciary, Cabinet, and Parliament; the spirit and life of movements as well as their constitutional products. The texts of constitutional documents are critically studied. Abstracts of parallel readings are required; commentaries, compared; and institutions, discussed.

Text-book, source study. First Term, four times a week. For Juniors or Seniors. Value 1.

5. Constitutional and Political History of the United States to 1829.—Relation of Colonies to mother country; their government; their constitutional development; efforts at union; Articles of Confederation; the Constitution; contest between federal authority, and states' rights; establishment of federal authority—money, tariff, foreign policy, internal improvements, judiciary, national bank, war of 1812; national democracy. Text-books: "Epochs of American History," with daily references to Walker, McMaster, Burgess, Taussig, Wilson, the Federalist, the Journal of the Constitutional Convention, and others. Second Term, four times a week. For Juniors or Seniors. Value 1.

6. Constitutional and Political History of the United States from 1829 to the Present.—Continuation of Course 5. Beginning with the popular sovereignty idea of Jackson, the class studies the rising power of the West, nullification, war on the bank, wild-cat banking; the contest over slavery—Texas, Mexican war, organization of federal territory, struggle in Kansas, secession, war, reconstruction; national development—political and industrial progress. The method is the same as in Course 5. In Courses 5 and 6 attention is called to the interpretation of the Constitution as shown in Supreme Court decisions, laws of Congress, and acts of the Executive. Third term, four times a week. For Juniors or Seniors. Value 1. When Courses 4, 5, and 6 are all taken their total value is 4, but the value of any one taken without the others is 1.

LATIN.

PROFESSOR LESTER AND MR.

B. Elementary Latin.—Collar and Daniell's First Latin Book, *Via Latina*, or *Viri Romae*. Daily throughout the year. For Preparatory students. Value 2.

A. Caesar, Gallic War, First Term;

Cicero, Orations against Cataline, Second Term;

Virgil, Aeneid, including a study of Latin metre and versification, Third Term. Four times a week.

Latin composition. Once a week throughout the year. Given in connection with 1, 2 and 3.

For Sub-Freshmen. Value 3.

Courses B. and A. are required of all (except B. S.) students not offering Latin as an entrance subject, but are also open to other students who may wish to obtain some knowledge of the language. It is assumed that the student is able to cover thoroughly and rapidly, in two years, the work usually done in preparation for College.

1. Caesar, Commentaries; Cicero, *De Oratore* or Orations; Translation at sight. First Term, four times a week. For Freshmen.
2. Virgil, Aeneid or Georgics; Sight translation. Second Term, four times a week. For Freshmen.
3. Cicero, *De Amicitia*; Terence, one comedy, including a study of Roman comedy in general. Second Term, four times a week. For Freshmen.

Given in '99-'00 as an alternative for 2. ☐

Courses 1 and 2 are pursued rapidly and are intended to enable students to read ordinary prose and verse easily and intelligently and to give them a broader and more comprehensive view of Latin Literature as represented by these authors.

4. Horace, Odes and Epodes. These are studied chiefly from a literary point of view as illustrating not only the highest excellence of Horace's writings, but also of Roman Lyric Poetry. The metres, historical relations and mythology also receive attention. Third Term, four times a week. For Freshmen.
5. Latin Composition, including the study of grammar and syntax. Translation of English narrative. This subject is given in connection with Latin 1, 2, and 4. Once a week throughout the year. Freshman Latin is valued at 5.
6. Horace, Satires and Epistles; Translation at sight from various authors. The Satires are studied for the light they throw on Roman social life and character in the time of Horace, and as illustrating a characteristic, as well as the most original type of Latin poetry. First Term, twice a week. For Sophomores.
7. Livy, Histories; Translation at sight from other authors. Second Term, twice a week for Sophomores.
8. Pliny and Cicero, *Selectae Epistolae*; Reading at sight. Pliny's letters are not surpassed by any Latin in style, purity of language, or in regard to the light which they shed upon contemporary history, society, and literature. Those of Cicero are of surpassing interest for the view given of the private life of their author. Second Term, twice a week. For Sophomores. Given in '99-'00 as an alternative for 7.
9. Tacitus, Selections from the *Annals*, or *Germania* and *Agricola*; Sight translation. Third Term, twice a week. For Sophomores.
10. Advanced Latin Composition.—Translation of more difficult English prose. Given in connection with Latin 6, 7, and 9. Special attention is given to Latin

idiom. Prerequisite Latin 5. Once a week throughout the year. The Sophomore Latin is valued at 3.

11. Seneca, Moral Essays; Cicero, Philosophy. Junior Elective. First Term, twice a week.

12. Juvenal, Satires; Pliny, Letters. These authors are contrasted as representing opposite views of social life at Rome. Junior Elective. Second Term, twice a week.

13. Plautus, *Trinummus*, and *Captivi*. A study of early Latin and the development of the drama. Junior Elective. Third Term, twice a week.

The value of Junior Electives is 2.

14. History of Roman Literature.—A critical and historical study of Roman Literature together with its influence upon Roman national character. Junior or Senior Elective. Once a week throughout the year. Value 1.

15. Lucretius, *De Rerum Natura*. Senior Elective. First Term, twice a week.

16. Cicero, *De Natura Deorum*. Senior Elective. Second Term, twice a week.

17. Roman Oratory.—Quintilian, *Institutio Oratoria*, or Cicero, *De Oratore*. Senior Elective. Third Term, twice a week.

The Senior Electives are valued at 2.

18. Roman Archaeology.—A general study of Roman life and architecture, terminating in an essay instead of an examination. Junior or Senior Elective. Once a week throughout the year. Value 1.

The Junior and Senior Elective Courses are given alternately, and special attention is given to the thought relating to Philosophy and Oratory. Papers on appropriate subjects will be prepared and discussed by members of the class.

MATHEMATICS.

PROFESSOR MILLAR AND MR. PITTMAN.

C. Arithmetic, Ray's Third Part. New class each Term. Daily. For Irregulars.

B. Elementary Algebra (Milne), First and Second Terms; Complete Algebra (Wentworth), Third Term. Daily. For Preparatory Students.

A. Complete Algebra (Wentworth) through Quadratics, First and Second Terms; Plane Geometry (Wentworth), three Books, Second and Third Terms. Daily. For Sub-Freshmen.

Courses A., B., and C., or their equivalents, are required of all students to enter Freshman class.

1. Plane and Solid Geometry (Wentworth) completed, First and Second Terms; Algebra (Wentworth) completed, Second Term; Trigonometry, Plane and Spherical (Wentworth), Third Term. Daily. For all Freshmen. Value 5.
2. Conic Sections (Wentworth), First Term; Analytic Geometry (Wentworth), Second and Third Terms. Three times a week. For all Sophomores. Value 4.
3. Calculus. First and Second Terms, three times a week. For Juniors. Value 2.
4. Mechanics. Third Term, three times a week. For Juniors. Value 1.
5. Descriptive Geometry. First and Second Terms, twice a week. For Seniors. Value 2.
6. Surveying. Third Term, twice a week. For Juniors or Seniors. Value 1.

NATURAL SCIENCE.

PROFESSOR BRUCE.

- A. (1) Elementary Physiology.—This course includes the usual text-book combination of Anatomy, Physiology, and Hygiene, much time being given to the last. Texts: Martin's Human Body (Briefer Course), or Hutchinson's Elementary Physiology. Second Term, five times a week. For Sub-Freshmen. Value 1.
2. Physical Geography.—For the benefit of teachers and to prepare students better for Geology, Elementary Physical Geography is offered. Texts: Tarr's or the Eclectic Physical Geography. Third Term, five times a week. For Sub-Freshmen. Value 1.
1. Biology and Botany.—This course consists almost entirely of laboratory work. The class meets twice a week for practical work and for instruction and direction from the Professor, but the time actually required for the work is about five hours per week. The course in this subject is intended to furnish a means of mental discipline by training the power of observation, which is the foundation of all true science, and of forming correct judgments of the relative values of facts which the student learns at first hand in the practical work in the laboratory; to give by lecture and references to standard biological literature such information concerning the facts and theories of the science as general culture now demands. Each student is required to furnish his own specimens and instruments, except compound microscopes, alcoholic specimens, works of reference, etc., which will be found at his convenience in the laboratory.
- The Second and Third Terms are devoted to Botany. The First Term's work consists of text-book

work and recitations and the Third is spent in the field. Each student is required to make a herbarium of not less than seventy five specimens correctly classified and described. Texts: Colton's Practical Zoology and Gray's School and Field Book of Botany.

Twice a week throughout the year. For Sophomores. Value 2.

2. Physiology and Zoology.—The course in Human Physiology consists of text-book recitations, and lectures, with demonstrations. The microscope is used, furnishing valuable aid in the study of tissues. Hygiene is made a large element of the work. The study of the Human Body is supplemented throughout by a comparative study of the various orders of the animal kingdom. This course extends through the year and is open only to students who have taken the course in Chemistry. Texts: Martin's Human Body (Advanced Course) and Orton's Comparative Zoology.

Three times a week throughout the year. For Juniors. Value 5.

3. Mineralogy.—This course is intended to make the student familiar with the more common minerals, and to enable him to recognize the rock-making species in their ordinary associations as rock masses. In the laboratory much practice is given in the determination of minerals; some fifty to seventy-five minerals being submitted for determination by means of the blow-pipe. Prerequisite: Chemistry. Text: Dana's Manual of Mineralogy and Petrography.

Daily through the First and part of the Second Term. For Seniors. Value 2.

4. Geology.—The work in Geology is given by text-book recitations, supplemented by lectures, and excursions

for field work. The following topics are treated: The geological forces and agencies, or the dynamics of the earth's crust; the interaction of internal heat, and atmospheric agencies; the effects of heat, frost, chemical forces, glaciers, etc.. the destruction, transportation, and formation of rocks; the origin of mountains; the phenomena of earthquakes, volcanoes and geysers; and the structure of rocks and rock masses. The work is completed by a rapid review of Historical Geology. Prerequisites: Chemistry and Mineralogy. Text: Le Conte's Elements of Geology. Second and Third Terms, daily. For Seniors. Value 3.

PHILOSOPHY.

PRESIDENT MILLAR.

1. Psychology.—Ladd's Outlines of Descriptive Psychology is used as a basis for recitations. Discussions, theses, and reviews of standard writers are required. Simple experiments in Physiological Psychology are tried. First Term, four times a week.
2. Logic.—Hyslop's Elements of Logic is carefully studied, with constant reference to other works. Second Term, four times a week.
3. Ethics.—Smyth's Christian Ethics serves as an outline for lectures and discussions. Students are expected to criticise freely the ethical theories presented, and accept only those conclusions which stand the most rigorous tests. Third Term, four times a week.

Courses 1, 2, and 3 are required for all degrees, and may be taken by Juniors or Seniors. Value 4.

4. Christian Evidences.—Fisher's The Grounds of Theistic

and Christian Belief is used as the text-book; but students are required to consult such authors as: Seth, Flint, McCosh, Hopkins, Robinson, Alexander, and Gregory, and to prepare papers on selected topics. Once a week throughout the year, or three times a week during the Second Term, as the class may elect. For Seniors. Value 1.

5. History of Philosophy.—First Term. Value 1.
6. Ethical Theories.—Second Term. Value 1.
7. Advanced Logic. Third Term. Value 1.

Courses 5, 6, and 7 are Senior Electives for students who have completed 1, 2, and 3. They will only be given when elected by three or more students. The details of each course will be arranged when the class is formed.

PHYSICAL SCIENCE.

PROFESSOR BRUCE.

- A. Elementary Physics.—For the benefit of those who are not prepared for the Advanced Physics and for the better qualification of those who are to pursue it a course in Elementary Physics is offered.

Texts: Shaw's Physics by Experiment, or Stone's Experimental Physics. First Term, daily. For Sub-Freshmen.

1. Chemistry.—The aim of the course is: First, a general knowledge of chemical phenomena; second, a thorough knowledge of Theoretical Chemistry and Stoichiometry; third, a careful study of the elements and their more important compounds; fourth, methods and work in Analysis. Qualitative and Quantitative.

Theoretical Chemistry.—The work of the First

Term begins with a careful study of a number of chemical phenomena which are used as a basis for the deduction of a general chemical theory. Numerous problems also in stoichiometry are solved. Each student is assigned a desk in the laboratory, furnished with apparatus and chemicals and it is required that every statement shall be illustrated and verified by experiment; each student is further required to manufacture one or more salts under each basic element and to explain fully the process and principles involved. The work of the Second Term closes with a study of the outlines of Organic Chemistry.

Qualitative Analysis.—The Third Term is devoted to a study of Qualitative Analysis—ten hours per week of practical work in the laboratory being required. The laboratory is a large, well ventilated, well lighted room, supplied with convenient working tables, vacuum filtration, hoods for noxious vapors, constant water supply, a delicate balance, and all apparatus necessary for a thorough course in Qualitative and Quantitative Analysis. Texts: Williams' Introduction, Williams' Chemical Experiments—General and Analytical, Noyes' Qualitative Analysis, Fresenius for reference.

This course will be of value to students who expect to choose a medical or other scientific profession. Three times a week throughout the year. For all Sophomores. Value 3.

2. Quantitative Analysis.—A course in volumetric and gravimetric analysis has been arranged as a second year's course for the accommodation of students who may desire a more extended course in chemistry. The work consists of six hours per week of labora-

tory work. Cairn's Qualitative Chemical Analysis, Fresenius for reference.

This course in Quantitative Analysis is elective. Throughout the year. For Juniors who have taken

1. Value 3.

3. Physics.—In the advanced course the First Term is devoted to Mechanics of both Solids and Liquids and to Sound; the Second Term to Light and Heat, and the Third to Electricity and Magnetism. A text book on general Physics is used, but is largely supplemented by experimental demonstrations. The student is led to note the general principles of Mechanics that apply throughout, and particular attention is given to such facts and principles as can be turned to practical account. The solution of a large number of problems is required and each student must keep a note book in which he records the results of all experiments. Text: Ames' Theory of Physics. Prerequisites: Chemistry and Plane Trigonometry. Three times a week throughout the year. For all Juniors. Value 3.

4. Astronomy.—The aim of this course is to give the student a general knowledge of mathematical, descriptive, and physical Astronomy. The course is based upon text-book work. The facts with which all educated persons are supposed to be acquainted are committed to memory; the constellations are pointed out, and an opportunity is offered for observing the sun, moon and planets through the telescope. In the computation of the size, weight, and orbits of the heavenly bodies, the students meet with problems which afford a good test of their mathematical acquirements. The history and development of the science is laid before them, and their attention is invited to the processes of reasoning by which the sub-

lime generalizations of modern Astronomy have been achieved. Text: Young's General Astronomy. Prerequisites: Physics and Sophomore Mathematics. Twice a week throughout the year. For Seniors. Value 3.

POLITICAL ECONOMY.

PROFESSOR REYNOLDS.

1. Elements of Political Economy.—This course is designed to introduce students to the Science as at present developed. Bullock will be used as a text, daily reference, however, being made to Laughlin, Mill, Walker, and others. First Term, four times a week. For Juniors or Seniors. Value 1.
2. Money and Banking.—The history of money and banking is first briefly surveyed. This is followed by a detailed study of modern banking systems in America and Europe. Bimetallism, governmental issues, and present problems of money are studied. Text-book: White's Money and Banking. Abstracts of parallel reading, discussions, and papers on assigned topics. Course 1 is a prerequisite. Second Term, four times a week. For Juniors or Seniors. Value 1.
3. Public Finance.—Economics of the state; direct taxation; systems of taxation in American States and cities; contraction, administration, and liquidation of public debts; social and industrial effects of governmental expenditures; property, income, corporation, land, and inheritance taxes are forms to be studied. Some text like Bastable, Seligman, Ely, or Adams, will be the basis of the work. The method is the same as for Course 2. Course 1 is a pre-

requisite. Third Term, four times a week. For Juniors or Seniors. Value 1.

When Courses 1, 2, and 3 are all taken their total value is 4, but any one without the others is valued at 1, unless combined with Courses in Political Science.

Courses 2 and 3 will be given in 1899-00.

POLITICAL SCIENCE.

PROFESSOR REYNOLDS.

1. Sociology.—Beginning with a review of the historic development of the social institutions, such as the family, marriage, and the state, the class studies abnormal conditions, such as pauperism, crime, drunkenness, and the remedies which society applies. The course is based upon the theory that social problems are capable of scientific study and treatment, and is offered to encourage such an attitude of mind. Some book, like Small and Vincent's Introduction to the Study of Sociology, will be used as a text. Reports and abstracts of parallel reading are required. First Term, four times a week. For Juniors or Seniors. Value 1.

Course 1 will be given in 1899-00

2. State Governments.—This course emphasizes the government of the American State; the place of the state or commonwealth in the federal system. The constitution and statutes of Arkansas are taken as a point of departure, with which are compared the constitutions of states typical of the several sections of the United States. Not only are the legislative, judicial, and executive departments of government compared, but also the manner in which the several states have

dealt with education, criminals, charitable institutions, internal improvements, and private corporations, such as cities, railroads, and factories. No text-book, source study, constant use of the library, abstracts, reports, and discussions. Second Term, four times a week. For Juniors or Seniors. Value 1.

3. National Government.—The constitutions and governments of England, France, Germany, Switzerland, and the United States, are compared, the text of the constitutions being used. With Burgess as a basis the class also studies Bryce, Lowell, Wilson, and Goodwin. Sophomore History is a prerequisite. Third Term, four times a week. For Juniors or Seniors. Value 1.

When Courses 1, 2, and 3 are all taken their total value is 4, but any one taken without the others is valued at 1, unless combined with Courses in Political Economy.

CERTIFICATES AND DEGREES.

It is desirable that all students should take a course leading to a regular collegiate degree, since each degree requires the co-ordination and completion of those branches which lead to thorough and systematic education. There are, however, many young men who can never hope to finish a complete college course and who yet wish to pursue, with the advantages afforded by a college, a group of studies preparing them to secure good certificates as teachers. For their accomodation arrangements may be made to take any of the studies for which they are prepared, if it does not necessitate a change of schedule. Certificates showing the character and standing of such students will be granted on application.

On entering each student is expected to select one of the prescribed courses, and shall not be allowed to deviate from it, except for reasons satisfactory to the Faculty.

While there is no strict classification of students as Freshmen, Sophomores, Juniors, and Seniors, yet each student is advised, if possible, to take courses belonging to the same year, to avoid conflicts in recitation periods and to approach each subject logically.

Each Professor may change from one course to another in his own department students who may be improperly classified; but the consent of the President is required to effect a change from one department to another. To effect such a change or to withdraw from a class, a written application must be made to the President, who will sign it if he approves. The application must then be countersigned by the Professors concerned and be returned to the President.

Each student is required to take not less than fifteen recitations a week, and is not allowed to take more than twenty. A variation from maximum or minimum requirements will be allowed by the Faculty only on presentation of a written statement detailing the work and the condition of the applicants, and permission thus given may be withdrawn if the results are not satisfactory.

Advanced students from reputable colleges are received on certificate and allowed such credit as their previous work may justify, but unsatisfactory class-work may lead to the withdrawal of credit and to the requirement of examinations. Certificates should give detailed statements of subjects studied, time spent, amount of work, and final standing in each.

Certificates and degrees are given under the conditions named below.

1. Certificate of Graduation in a School.—To receive this certificate the student must do all the

class-work and pass satisfactory examinations on all subjects required in that School, and must satisfy the Faculty of his proficiency in English.

2. Normal Certificate.—To receive a normal certificate, the student must complete the following subjects: Algebra, through Quadratics; Plane and Solid Geometry; Elementary Physics; Rhetoric; Psychology; General History; Latin Grammar and Prose Composition; Caesar, four books; Virgil, three books; Cicero, four orations; Constitution of the United States; Constitution of Arkansas; Zoology; Geology; Botany; Theory and Art of Teaching. Most of these subjects are sub-collegiate, but the course is required by law for a State Certificate. The State Superintendent cannot legally issue a certificate on the basis of a college examination, although it is far more severe than the State examination, but the completion of this course will prepare for the latter, and will indicate to the public the student's scholastic qualifications for teaching.

3. Bachelor's Degrees.—The sub-college prerequisites for all degrees are Courses A. and B. in English, History, and Mathematics, and Elementary Physics. The additional prerequisites for the degree of Bachelor of Arts are Courses A. and B. in Latin and Course A. in Greek; for the degree of Bachelor of Science, Elementary Physiology; for the degree of Bachelor of Philosophy or Bachelor of Letters, Courses A. and B. in Latin. Since

the prerequisites for the A. B. degree are the greatest, the amount of college work, 67, is the least. Since the value of Course A. in Greek is 3 and it is not required for the Ph. B. and Lit. B. degrees, college work valued at 70 must be taken for either degree. Since the value of course A. in Greek is 3, and of Courses A. and B. in Latin is 5, and they are not required for S. B., while Elementary Physiology valued at 1 is required, college work valued at 74 must be taken for that degree. However, when any sub-college courses which are not required for a degree are taken their values may be subtracted from the total of college work, provided that the amount of college-work shall never be less than 66. This is not a lowering of the requirements, since sub-college courses are valued at much less for the number of recitations than are college courses, but it is a practical effort to deal fairly with students who have received different kinds of preparation, and to avoid discrimination either for or against certain subjects. For instance, the S. B. student who has studied Latin for several years in some academy, may justly be permitted to take a little less college work than the student who knows nothing of Latin.

Thus it is hoped that all the degrees represent nearly the same amount of work, and are equally honorable, indicating not various degrees of effort, but merely different tastes and purposes. The required courses for each degree are intended to give

a definite character to the degrees, while the electives afford opportunity for great variety or for a measure of specialization in the student's maturer years. In the outlines below the required studies, with their values, and the values that may be elected are indicated. In making up the electives a single course will be counted only when it is complete within itself. While 60 is the passing grade, yet no diploma or certificate is given unless the general average on all subjects is at least 65, and thoroughly acceptable work must be done on all required courses.

To take any degree the student must be of good moral character, must spend at least one year in Hendrix College, must write all essays required, and must prepare an oration or thesis under the following regulations. At the beginning of the Fall Term each Professor announces subjects connected with the work of his department. From these subjects, each Senior is required to select, before November 1, a subject, and, under the direction of the Professor from whose list the subject is chosen, to prepare a thesis or oration of not fewer than 1500 words to be submitted to the Faculty by May 1, and, when it is approved, to present to the Library for preservation a copy legibly written on paper of such style and size as may be selected for all. That Senior whose thesis or oration, in the judgment of the Faculty, shows the widest research, greatest originality, and best literary finish, shall

have the honor of reading or delivering his production on Commencement Day. The Seniors shall, before November 1, choose one of their number as Class Orator to represent them at Commencement. Seniors are excused from ordinary term essays.

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REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS.

DEPARTMENT.	COURSES.	VALUE.
English, . . .	1, 2, 3, 4, . . .	8.
Greek, . . .	1, 2, 3, 4, 5, 6, 7, 9, . . .	8.
History, . . .	1, 2, 3, . . .	3.
Latin, . . .	1, 2, 4, 5, 6, 7, 9, 10, . . .	8.
Mathematics, . . .	1, 2, . . .	9.
Philosophy, . . .	1, 2, 3, . . .	4.
Physical Science, . . .	1, 3, . . .	6.
Electives, . . .	. . .	21.
Total Value, . . .	. . .	67.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE.

DEPARTMENT.	COURSES.	VALUE.
English, . . .	1, 2, 3, 4, . . .	8.
History, . . .	1, 2, 3, . . .	3.
Mathematics, . . .	1, 2, 3, 4, . . .	12.
Natural Science, . . .	1, 2, 3, 4, . . .	11.
Philosophy, . . .	1, 2, 3, . . .	4.
Physical Science, . . .	1, 3, 4, . . .	9.
Political Economy, . . .	1, } . . .	4.
Political Science, . . .	2, 3, { . . .	4.
Electives, . . .	. . .	23.
Total Value, . . .	. . .	74.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF PHILOSOPHY.

DEPARTMENT.	COURSES.	VALUE.
Education, . . .	1, 2 or 4, 3, . . .	3.
English, . . .	1, 2, 3, 4, . . .	8.
French, . . .	1, 2, }	8.
or German, . . .	1, 2, }	
History, . . .	1, 2, 3, 4, 5, 6, . . .	7.
Latin, . . .	1, 2, 4, 5, . . .	5.
Mathematics, . . .	1, 2, . . .	9.
Philosophy, . . .	1, 2, 3, 4, . . .	5.
Physical Science, . . .	1, 3, . . .	6.
Political Economy, . . .	1, }	4.
Political Science, . . .	2, 3, }	
Electives, . . .	. . .	15.
Total Value, . . .	. . .	70.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF LETTERS.

DEPARTMENT.	COURSES.	VALUE.
English, . . .	1, 2, 3, 4, 5 or 6, . . .	10.
French, . . .	1, 2, . . .	8.
German, . . .	1, 2, . . .	8.
History, . . .	1, 2, 3, . . .	3.
Latin . . .	1, 2, 4, 5, . . .	5.
Mathematics, . . .	1, 2, . . .	9.
Philosophy, . . .	1, 2, 3, . . .	4.
Physical Science, . . .	1, 3, . . .	6.
Electives, . . .	. . .	17.
Total Value, . . .	. . .	70.

4. Master's Degrees.—As post-graduate work should usually be done in a university, students are encouraged to seek higher degrees at genuine universities. However, under certain conditions Master's degrees will be conferred on students who have already taken Bachelor's degrees at Hendrix College, but graduates of other institutions will not be permitted to become candidates for Master's degrees. Particulars of work required will be furnished on application.

RECITATIONS, EXAMINATIONS, AND REPORTS.

Each Professor instructs according to his own methods, but the usual method is by recitation of lessons assigned in the text-books, supplemented by lectures and original class-work. The black-board is used with nearly all classes.

When a student is absent from recitation, or fails, he is marked 0 unless the lessons missed are made up as the Professor may require. The privilege of making up recitations is only granted to students whose excuses are previously approved.

A record of each student's scholarship and deportment is kept, and at the end of each Term reports are sent to parents.

Examinations, either oral or written, are given at the discretion of the Professors, but the regular time for examinations is the last week of each Term. The Term standing is found by taking the average of the daily and the examination grades. No student whose average on any subject falls below 60, on a scale of 100, shall be allowed to graduate, nor if the grade be higher, should the examination grade be under 60. Accuracy in the use of English is required in all examination papers. Students may pass on the subject matter, and yet

be conditioned on English. The condition will only be removed when satisfactory evidence is shown that the deficiencies in English have been overcome. Students who fail to pass on any subject may, at the option of the Professor, be required to pursue it again in class, or be re-examined. Before a student is permitted to stand a private examination, he must present the President's receipt for \$1, the amount fixed for an extra examination.

Students who have an average daily grade of 90 and who have not been absent more than 5 per cent of the time required for their classes, may, without examinations, receive a passing grade, at the discretion of the several Professors, provided that no one may compete for any scholarship prize without standing all examinations.

Students making an average grade of 80 are considered distinguished, and their names are published in THE MIRROR.

ESSAYS, DECLAMATIONS, AND ORATIONS.

During the session three declamations and three essays are required from each student. The dates are published in the Calendar.

Editorial work on THE MIRROR, Senior orations and theses, and debates and orations on Washington's Birthday, are accepted in lieu of regular essay or declamation requirements, if due notice is given to the President.

All declamations, essays, orations, and papers prepared by students for public delivery must be submitted to the Faculty at least ten days before delivery, and then must be delivered as corrected.

GOVERNMENT.

The rules are made and the discipline administered by the Faculty, consisting of the President and regular Professors.

In the government of the College the President has general oversight, while each Professor governs his own class-room, and reports to the Faculty all infractions of rules and all disorders that come under his observation.

Knowing that the best disciplinary results can be secured by appealing to a student's sense of honor, and by imposing responsibility upon him, the Faculty adopt only necessary rules and require the active co-operation of all students in maintaining law and order. Wherever such a system of government has been used the results have been highly satisfactory, and the students of Hendrix College, whenever tried in this way, have shown themselves worthy of all confidence. The advantage of this system is not merely the admirable order secured among students, but it increases their manliness and self-respect and prepares them for self-government and the important duties of citizenship.

Young men who are not disposed to assume responsibility and submit to wholesome discipline should not apply for admission. Kindly, helpful admonition will be given when students appear to be merely thoughtless or indolent, but should viciousness or lawlessness be discovered, the punishment will be prompt and severe, extending from demerits and public reproof to suspension and expulsion. Severe punishment, however, will be administered only when the highest interests of the whole school require it, on the theory that the reformation of the offender and the protection of the innocent are more important than the vindication of the letter of the law.

On account of their length, the rules and regulations are not published in the catalogue, but a Student's Manual, containing explicit rules, is provided for each student, and a copy is sent to parents also, that they may be able to co-operate with the Faculty. Parents may rest assured that the rules are wholly for the students' good, and are founded on experience and common sense.

The Term report sent to parents will show, in addition to class-standing, the deportment of students as far as known, and special reports will be made whenever it is necessary.

MISCELLANEOUS INFORMATION.

EXPENSES.

Tuition in College classes, per term,	\$20 00
Tuition in Sub-Freshman classes, per term,	15 00
Tuition in Preparatory classes per term,	9 00
Matriculation Fee, payable once each year,	1 00
Term Fee, for use of Library and Reading Room, per term,	1 00
Science Fee, except for Chemistry and Mineralogy, per term,	1 00
Chemistry or Mineralogy, per term,	3 00
Fee for Diploma,	5 00
Fee for Certificate of Graduation in a School,	3 00
Board at Tabor Hall (actual cost) per month,	\$6 to 9 00
Dormitory Rooms (unfurnished) per month,	\$1.50 to 3 00
Electric Light, per term,	75 cents to 1 00
Fuel for Room, during Winter, per month,	75 cents to 1 50
Furniture for Room, according to student's taste,	\$10 to 20 00
Board, Room, Fuel, and Lights, in families	\$8 to 12 00
Laundry Work, per month,	50 cents to 1 50
Books and Stationery, according to classes,	\$5 to 12 00

In order that estimates may be easily made, the following tables are given, showing necessary expenses in the Preparatory, Sub-Freshman, and Collegiate Departments for the scholastic year :

	PREPARATORY.	SUB-FRESHMAN.	COLLEGIATE
Fees	\$ 4.00	\$ 4.00	\$ 4.00
Tuition	27.00	45.00	60.00
Board	90.00	90.00	90.00
Books, about	7.00	12.00	18.00
Laundry,	9.00	9.00	9.00
Total for the year	\$137.00	\$160.00	\$181.00

If a student belongs to the various student organizations, about \$5 more will be required, but the expense is voluntary, as no one is forced to unite with these organizations. In estimating school expenses the following fact should not be overlooked. Young men at home must spend money for clothing and incidentals; hence such things should not be considered a part of the *school* expenses, although they must be counted in calculating the amount that a student will require. No uniform is necessary, and economy in dress is encouraged.

The centrality and accessibility of the location make railroad expenses very moderate.

For a term of twelve weeks, *necessary* expenses may be reduced to \$48, and they should not exceed \$65, even when private board and collegiate courses are taken.

The school and boarding month is twenty-eight days, and the Term is twelve weeks, exclusive of opening and commencement week. The session is divided into three Terms.

Students taking irregular courses are charged tuition of higher course, if there are two or more studies therein.

Students may enter at any time, and are charged tuition from the beginning of the week in which they enter. Fees are due at the beginning of each Term, and no student may matriculate until they are paid. Tuition is payable at the beginning of each Term, but may be paid monthly.

No tuition is returned for absence during the last two weeks of any Term. Reductions may be made for two weeks' absence caused by sickness, or when good cause can be shown for withdrawal, if, in the latter case, ten days' notice is given, and the amount is not less than one month's tuition. These restrictions are made because students are expected to enter for a term, and the College is always ready to fulfil its part of the contract.

Board and room rent are payable monthly in advance, and are not refunded if, after beginning a month, a student

changes before the end of that month; but when he has withdrawn from the College three-fourths of the balance will be returned.

In the absence of a special agreement, students and boarding-house keepers must be guided in settlement by these regulations.

Free Tuition.—Children of itinerant preachers of the M. E. C. S. and young men preparing for the ministry of any evangelical church receive tuition free, but are expected to pay the regular fees and extras. To show that they are entitled to free tuition, all beneficiaries should present certificates from pastors or Quarterly Conferences.

TABOR HALL AND DORMITORIES.

As it is desirable that a student's fare be wholesome and abundant, yet inexpensive, and as these results can be secured only by boarding many together, the Trustees have wisely provided a dining-hall, known as Tabor Hall (named in honor of Rev. E. A. Tabor), in which two hundred persons may take their meals.

The first story of this handsome two-story brick is used for a dining-room and the students have effected a thorough organization for the purpose of securing cheap but wholesome fare under the most favorable conditions.

The tables will be carefully managed and board furnished at cost, from \$6 to \$8 a month. Board, including fuel, has never cost more than \$9, and has been as low as \$6.70.

This is no ordinary boarding-house, but the fare and service are far superior to anything usually found at colleges.

The second story of Tabor Hall is divided into ten rooms, and on either side are double rows of brick dormitories containing sixteen rooms. Each room is 12x16, is well

lighted and ventilated, and opens upon a veranda by which all are connected.

These rooms and others in cottages on the campus are rented to students for from \$2.50 to \$3.50 a month, including electric lights. Two students may occupy one room and furnish it according to their taste. (Bedding and toilet articles may be brought from home.)

By this arrangement students are not crowded together in large buildings, but each room is practically separate from all others and yet near enough for convenience, and the cost of board, room, and furniture will vary according to the taste and ability of each student.

Furniture costs from \$6 to \$20 per room, and may usually be sold at a small discount when students leave. If furniture is unsold, it must be left with the Proctor, who will be allowed ten per cent for selling when furniture is not handled, and twenty per cent when it is stored. If the room is needed, the furniture must be removed and stored, and all furniture unsold at the end of the first month of each term may be sold at auction. This arrangement is necessary to prevent the accumulation of unsaleable rubbish.

A Proctor is appointed for the dormitories, and his duty is to protect the buildings and report to the President the condition of rooms. A damage deposit of \$2 is required of each occupant of a room, and this will be returned on presentation of the Proctor's certificate that the room is not damaged.

The occupant of a room at the close of a session may retain it for the next session by notifying the Proctor before Commencement Day; but if he is not present on Tuesday before the first day of the Fall Term, he must deposit one month's rent in advance to hold the room. Students who write in advance for rooms should forward \$2 as a guaranty, to be forfeited if the room is not taken. Before he is allowed to occupy a room, a student is expected to sign an agreement specifying the terms of occupancy. Blanks will

be furnished by the Proctor and the agreement must be approved by the President.

PRIVATE BOARD.

While students are usually expected to room on the campus and board at Tabor Hall, yet, by special agreement with the President, a limited number may board at such private houses as may be approved by the Faculty. Only thoroughly reliable and respectable houses are endorsed, and the Faculty reserve the right to withdraw students at any time, if their conduct or the management of the house prove unsatisfactory. Several good families furnish excellent board at \$8 to \$12 a month.

THE ADMISSION OF WOMEN.

While Hendrix College is intended primarily for young men, yet its doors are open to young women who prefer the course of study and training offered in a college for men.

No boarding house is provided for women, hence only such as may safely be allowed to board in private families will be admitted, and they should correspond with the President in order to secure suitable boarding places.

The admission of women is not a right, but a privilege, which may be forfeited at any time by unbecoming conduct.

THE LIBRARY AND READING ROOM.

J. G. FRASER, SENIOR LIBRARIAN.

A large, well-lighted room on the second floor is used exclusively for the Library and Reading Room. Under the care of three student Librarians the room is kept open every day from 8 to 12 in the morning and from 1 to five in the afternoon.

Works of reference and current literature are kept in the Reading Room section of the Library and may be used in the room by all students, but may not be removed except on written request approved by the President.

Books in the Library proper may be consulted on the shelves or carried away only by holders of Library Pass-Books, which may be secured on the payment of the Term fees and the deposit of a dollar.

The Library, including the Y. M. C. A. library generously donated by the people of Conway, now comprises about 5000 bound volumes and 4000 pamphlets and unbound reviews and magazines. They include fourteen cyclopedias and the most important works on theology, history, biography, philosophy, politics, economics, education, criticism, poetry, and fiction. The collections on education, history, and political subjects are unusually fine, and afford excellent facilities for source study. Many rare books have been secured. By purchase and donation from 500 to 1000 books are added each year.

Nearly all standard works are on the shelves; but as interest in special subjects increases, a wider range of literature is necessary and many books not readily obtained at the book-stores become desirable. There are hundreds of books in private libraries that are of no special value to their owners, that would be exceeding valuable to the College Library.

Friends are urged to contribute to the growth of the Library any kind of books, particularly the following :

1. Old and rare books on any subject.
2. Histories, especially local histories.
3. Public documents, local, state, and national.
4. Law, medical, and theological works.
5. General Literature.
6. Out-of-date school books.
7. Old catalogues, school reports, and minutes of religious and political bodies.

Many books regarded as utterly worthless are wanted, because they are necessary to the investigation of historical questions.

During the past year the following periodicals were kept on file : *S. M. Quarterly Review*, *North American Review*, *The Forum*, *The Arena*, *Homiletic Review*, *Educational Review*, *Review of Reviews*, *Current History*, *Missionary Review*, *S. S. Times*, *Literary Digest*, *Independent*, *Chautauquan*, *The Century*, *New England Journal of Education*, *Southern School Journal*, *Teachers' Institute*, *Scientific American and Supplement and Builders' Edition*, *Atlantic Monthly*, *Cosmopolitan*, *Nature*, *Success*, *Gunton's*, *Nashville Christian Advocate*, *New York Christian Advocate*, *St. Louis Christian Advocate*, *Arkansas Methodist*, *Arkansas Baptist*, *Youth's Companion*, *Arkansas Daily Democrat*, *Arkansas Daily Gazette*, and a score of college journals, and many county newspapers. Others will be added as the fund increases and as other publishers contribute. After serving their purpose in the reading-room the most valuable periodicals are placed in the library.

LABORATORY AND MUSEUM.

The Laboratory and Museum together occupy three large and well lighted rooms. The physical laboratory is fitted with cases for the storage of apparatus, of which

there is a considerable assortment, such as, a sonometer, set of Quincke's tubes, seven-in-one apparatus, vibrating plates, radiometer, hydrometers, thermometers—maximum and minimum, barometer, galvanometers, dynamos, motors, compound microscopes, Wheatstone's bridge, rheostats, and a great number of minor pieces of apparatus. In the study of Astronomy the telescope is used. This is a good instrument of three-inch aperture, with powers ranging from 60 to 400. The physical laboratory is also furnished with tables and desks and is used as the recitation room for all classes in science.

For use in the subjects of Physiology and Anatomy a number of fine plaster models are found in the laboratory, as follows: Heart, heart, lungs and trachea, eye, and ear. These models are constructed to show all the parts distinctly and are of invaluable aid to the student.

The laboratory also contains several fine anatomical charts and a skeleton.

The chemical laboratory communicates with the physical. This laboratory is completely equipped with a full stock of chemicals, glassware, balances, desks, constant water supply, and everything necessary for the acquirement of a thorough and practical knowledge of the subject. There is also a dark room in connection with the laboratory for use in photography, etc.

The museum is located on the second floor and is well furnished with cabinets, which contain the Zoological, Geological and Mineralogical collections, all classified and well-fitted for instruction.

The Frank Parke Geological Cabinet, containing about a thousand mineral specimens, classified and consecutively numbered according to Dana's System of Mineralogy, will be found of great value to students of Mineralogy and Geology.

The Zoological cabinet is made up chiefly of reptiles, of

which there is a considerable number, and the collection is being rapidly increased.

The purely geological specimens are chiefly palæontological.

During the summer of 1892 the Professor then in charge traveled in the Rocky Mountains, making collections. Special efforts are being made to secure collections illustrating the wonderful mineral resources, the flora, and fauna, of Arkansas. Friends throughout the State may render much aid by contributing specimens and natural curiosities of all kinds, and their interest and assistance are earnestly solicited to make ours a representative Arkansas collection.

For use of apparatus and materials, fees will be charged in the science classes, as follows :

Chemistry and Mineralogy, each, per term,	\$3 00
Other Classes, each, per term,	1 00

In addition to the above, students are expected to pay for all apparatus which they may break or damage.

LITERARY SOCIETIES.

The Franklin and Harlan Societies have been thoroughly organized, are ably conducted by the students themselves, and afford excellent opportunities for social, literary, and forensic improvement; and, above all, they develop the student's powers of self-government and prepare him for the active, practical duties of life.

The Faculty testify to the efficiency of these societies, and urge all students to become members.

In the Main Building each society has a large, comfortable hall, handsomely furnished. The members deserve great credit for their success in fitting up their halls so elegantly and comfortably.

THE STUDENTS' JOURNAL.

THE HENDRIX COLLEGE MIRROR is a thirty-two page monthly, edited by the students themselves. It contains editorials, local news, Y. M. C. A., religious, and alumni notes, clippings from exchanges, literary articles by students, and educational and other articles by the Faculty. It is a "Mirror" of the College life, but its literary and educational features make it valuable even to persons in no way connected with the College.

Editor-in-Chief—F. Hutchinson.

Business Manager—J. A. Henry.

Terms: One dollar a year in advance. A limited number of first-class advertisements will be taken. Rates given on application. All business letters should be addressed to the Business Manager, and other communications to the Editor-in-Chief.

A SCHOLARSHIP CONTEST.

For the purpose of increasing the subscription list of THE HENDRIX COLLEGE MIRROR, the following proposition is made, which should receive the careful consideration of any young man or woman of limited means who desires an education. To the person who secures the greatest number of cash subscribers to this paper, free tuition to the amount of \$40 will be given next year in Hendrix College. To the one securing next to the greatest number of cash subscribers will be given tuition to the amount of \$20. The contest is now open, and will continue until the opening of school, September 28, 1898. The subscription price is only \$1 a year. The literary departments of the paper alone will be well worth the price of the subscription. Let those who enter the contest send their list of subscribers to the Business Manager of THE MIRROR, Conway, Ark., not later than September 28.

THE YOUNG MEN'S CHRISTIAN ASSOCIATION.

Among the factors for good, the Y. M. C. A. takes high rank. It is officered by the best men in the College, has monthly business meetings, and devotional meetings every Sabbath. Nearly all of the young men are members, and large numbers attend regularly. It is an association of young men for moral and spiritual improvement; its religious services are characterized by deep spirituality, and its members are the most active Christian workers. A large, well furnished room in the Main Building is used by the Association. At the beginning of each Term, a committee meets all trains to receive new students, and a reception is held in the Association Hall to welcome them and bring them at once into cordial relations with the best elements of college life. The president for 1898-'99 is F. Hutchinson.

THE GYMNASIUM AND ATHLETICS.

The Gymnasium is a large, well-ventilated basement room, supplied with dumb bells, Indian clubs, parallel and horizontal bars, etc. Classes will be formed for drills in calisthenics and systematic gymnastics. No charge for tuition is made, hence all students are advised to join the classes and by regular exercise preserve good health and strengthen the body. With reasonable care and exercise a student should improve in health during his stay in college. As it is now generally conceded that the highest scholarship and greatest usefulness are almost impossible without vigorous health, the value of a good gymnasium is evident.

The bath-room in the basement may be used by any student on payment of \$1 a term, or \$2.50 for the year.

A large lot near the campus has been graded and arranged for an Athletic Field. Here, under the careful

supervision of the College Athletic Association, outdoor sports will afford invigorating pastime, freed from vitiating influences.

A tennis club has been organized. Nice courts have been prepared near the Main Building, and many pleasant evenings are spent on them at this most delightful game. The club will be continued. Membership fee, \$1.

Many of the students and several of the Professors own bicycles, and make runs about town and country on fine evenings. A "bike" club will probably be organized this fall.

Hereafter, if students show sufficient interest in athletics and make reasonable preparation for an exhibition of running, jumping, and other events, the afternoons of the first and third Declamation Days will be devoted to field sports. It is probable that several prizes will be offered.

MILITARY COMPANY.

For four years a military company has been kept up. The members acquire a high degree of proficiency in the manual of arms and evolutions, considering the fact that they drill but twice a week. The company will be reorganized this year, it is hoped, with still more of the students in it. There is no compulsion to join, yet all who can are urged to do so, and a credit of one may be allowed on elective work for tactics and drill.

LECTURES.

During the session of 1897-8 lectures or addresses were delivered by Prof. James Mitchell, Prof. F. D. Baars, Hon. Hugh A. Dinsmore, Rev. S. A. Steel, D. D., and Rabbi H. H. Mayer.

Professional lecturers and men distinguished in the

various professions are from time to time invited to lecture before the students. Special lectures are also delivered by different members of the Faculty. Admission is usually free.

LECTURES FOR ACADEMIES AND LITERARY CLUBS.

While the College does not offer regular "university extension" courses, yet academies or literary clubs desiring lectures on subjects related to any course offered in the catalogue, may usually arrange with the Professor in charge of a course to deliver a lecture or series of lectures on his special subjects. In order to secure lectures application should be made early, since the Professors can leave the College only on convenient occasions, and must have ample time to arrange the dates.

SCHOLARSHIPS FOR INSTRUCTORS.

In order to aid worthy students who expect to become teachers, the Faculty will each year appoint advanced students as instructors in English, History, Latin, and Mathematics. Each instructor is required to teach, under the direction of the President and the Professor in charge of the Department, one of the lower classes, and receives as compensation his tuition and room rent, but is expected to pay for fees and light. Graduates or advanced students from reputable schools may be appointed. In their applications, which should be made before April 1, candidates for instructorships should state their educational qualifications and experience, and give references to former teachers. Full information will facilitate selection. Appointments will be made about May 1. The tuition and

room are the least valuable part of the compensation, since the experience in teaching and the connection with the College should prove highly valuable to the student who is preparing to teach.

APPOINTMENT OF LIBRARIANS AND OTHERS.

The Proctor, three Librarians, and three Janitors receive compensation in tuition. These positions are given to students already in the College, who have demonstrated their ability and worth. Young men who have never been students of Hendrix College need not apply, but must enter the College and prove their fitness.

By the help of these and other positions many of the best students are working their way through college.

LIBERAL OFFER FOR BEST EXAMINATIONS.

The student, who, at the regular College entrance examination, makes the highest average on English, Mathematics, and History, shall receive free tuition for two years; provided, that at least five stand the examination. If ten stand, the second best shall receive one year's tuition, and other prizes may be given when the number of successful applicants is large. Additional prizes of a year's tuition each for the best examination in Latin and Greek shall be given to applicants who stand highest on those subjects; provided, that the students pass on the first three subjects. Thus it is possible for a student to secure free tuition for a full college course.

LIBRARIES FOR ACADEMIES.

A school library worth \$50 will be given to that school which sends the largest number (not less than two) of paying students who enter Freshman class. Books worth \$25 will be given to the school whose students make the highest average grade on entrance examination at the College.

SCHOLARSHIPS FOR STUDENTS.

In each academy and high school the student, who, during a scholastic year, stands highest in his classes, will receive free tuition for one year on presentation of the principal's scholarship certificate. These scholarships are not transferable, but may be extended from year to year, if the holders are delayed in using them.

PRIZES.

Prizes for excellence in speaking, writing, and scholarship have been offered by friends of the College. The conditions of the contests are not published, but are announced to the students. The prizes are as follows, and for 1897 were awarded as indicated below. The awards for 1898 were not made when the catalogue was printed.

1. The Arkansas Methodist Oration Prize, for best original oration, to H. B. McKenzie.
2. The Faculty Essay Prize, for best essay by a College student, to G. P. Willbanks.
3. The A. S. McKennon Scholarship Prize, for general scholarship in College classes, offered by Hon. A. S. McKennon, Clarksville, to F. C. Cannon.
4. The MIRROR Literary Prize, for best literary article in the HENDRIX COLLEGE MIRROR, to J. G. Fraser.

5. The Ware Mathematical Prize, for the best work in Freshman and Sophomore Mathematics, offered by Rev. T. H. Ware. First offered in 1897-'98.

6. The Harlan Debater's Prize, for best debater in the Harlan Society, offered by Rev. V. V. Harlan, to W. E. Hogan.

7. The Preparatory Declamation Prize, for best declaimer among the Preparatory Students. First Term to C. L. O'Daniel; Second Term to S. C. Reynolds; Third Term to J. O. Walsh.

8. The Preparatory Essay Prize, for best essay by a Preparatory student, to S. C. Reynolds.

9. The Preparatory Scholarship Prize, for best general scholarship among Preparatory students, to M. E. Dunaway.

10. Inter-Society Oratorical Prize, entitling the winner to contest for the State Inter-Collegiate Oration Prize, to C. G. Hughes.

LOCATION.

Conway is a thriving town of 1750 inhabitants, and is situated on the Little Rock and Fort Smith railroad, thirty miles from Little Rock. It is only seven miles from the geographical center of the State, and fifteen miles from the point where the three patronizing Conferences corner.

Being one mile south of a range of the Ozark Mountains, on the edge of a high, rolling prairie, in an open grove of magnificent oaks, it is, by nature, one of the most beautiful and healthful towns in the State. It is seven miles from the Arkansas River, and there are neither swamps nor sluggish streams for many miles around. The surface slopes sufficiently for good drainage; and, since the soil is full of sand and gravel, and is underlaid with slate, standing water is unknown.

Being south of the mountains, Conway is subject neither to rigorous winters nor sudden climatic changes, so injurious to delicate constitutions, and yet its altitude precludes malarial influences and the fresh prairie breezes prevent the debilitating effects resulting from heat in places less favorably situated, though in higher altitudes.

The moral and religious influences are good. By special act of the Legislature the sale of intoxicants is prohibited within a radius of ten miles. There are five church houses, Southern Methodist, Baptist, Presbyterian, Lutheran, and Roman Catholic, and several other denominations have small organizations. A good public school, with an enrollment of over three hundred, affords excellent opportunities for primary education.

The liberal donations of \$72,000 to secure the location of Hendrix, and of \$30,000 to secure the Baptist Female College, now completed and in successful operation, show the real spirit of Conway's citizens, and indicate their appreciation of higher education and their determination to secure its benefits. Thus the people are thoroughly identified with the College, and will give a hearty welcome to all who come among them in the same spirit. During the last eight years many substantial improvements have been made, clearly proving that Conway is fast becoming an ideal college town. After eight years' observation, Trustees, Faculty, and students are highly pleased with the new location.

THE CAMPUS AND COLLEGE BUILDINGS.

The campus, comprising thirty acres, is in the northern part of the town, about three-fourths of a mile from the depot. The railway, running north and south, cuts off a narrow strip on the west. This will be beautified and used as a park. Through the middle of the larger portion ex-

tends a beautiful, gently sloping ridge, the highest ground in the town. All principal buildings are on this ridge and front toward the railroad, which is about one hundred yards away. On the south end of the campus the Main Building has been erected at a cost of \$30,000, and is a handsome, substantial, three-story brick, 124x96 feet, containing chapel, recitation rooms, library, laboratory, and Y.M.C.A. and society halls. Tabor Hall is a fine two-story brick, 38x78, situated on the north end of the campus, and intended for a dining hall and dormitory. Its cost was about \$7,000. On either side of Tabor Hall are brick dormitories, and between it and the main building is the President's house. Several frame cottages were on the campus when it was selected. They have been moved together and improved, and now afford pleasant rooms for students.

The campus has been graded and sodded, walks and drives have been laid off, and a great variety of shrubs and shade trees have been planted. Naturally beautiful, the campus will be, when fully improved, a spot of unusual attractiveness.

A commodious bath room has been fitted up in the basement, and is supplied with hot and cold water and all conveniences.

An electric light plant in the town furnishes light in the college and all the dormitories.

COLLEGE LAND.

Just north of the campus is a splendid tract of fifty acres, owned by the Trustees. This has been laid off in town lots with wide streets and alleys, and will be sold for the benefit of the College. Several desirable lots will be given to persons who will immediately build good houses, and all will be sold on favorable terms. Persons who wish to locate near the College will find these lots con-

venient and pleasantly situated. The agent, Rev. F. S. H. Johnston, will answer all questions concerning this property.

TO TEACHERS.

The normal course, the thorough instruction, the association with mature students, and the moderate expense offer many attractions to teachers. Over three hundred teachers have been in attendance during the past eight years.

Special efforts are made to secure good positions for worthy teachers. School authorities may apply to the President for teachers in the full assurance that only the competent will be recommended.

TO NEW STUDENTS.

Bring certificates of character from your last teachers and your pastors. At the opening of the Fall Term, a committee, wearing the College colors, black and orange, will receive all new students as they arrive at the depot. Within twenty-four hours after arrival, report to the President and matriculate, and make no arrangements for board or room without consulting him. Failure to observe these requirements may prevent your admission.

TO PARENTS.

Notify the President before you send your sons, and give him full information about their advancement and habits. Provide them only with so much money as is necessary for tuition, fees, books, one month's board and a small amount

for incidentals, and require them to render regular itemized statements of expenditures. *A liberal allowance without accountability will ruin the average boy.* If the progress of your sons is not satisfactory, communicate freely with the President, and when you wish to withdraw them, notify him by a personal letter.

TIME OF OPENING.

The next Term begins on Wednesday, September 28, 1898. Students expecting to attend should be here promptly to secure good boarding places, and to start at the beginning with their classes. The delay of even a few days may seriously interfere with the year's work. All should try to spend the full year at College, if possible, although students coming in at the beginning of the second or third Term usually find no great difficulty in entering classes, as new subjects are taken up and new classes formed.

THE CHOICE OF A COLLEGE.

While parents and students are influenced in their choice of a college by various motives, there are certain leading considerations which should never be ignored. They are, in the order of their importance:

1. The moral and religious character of the Faculty and students, and of the community.
2. The fulness and thoroughness of the curriculum, the experience and culture of the Faculty, and their competency to do the work required.
3. The healthfulness and the accessibility of the location.
4. The probability of future commercial, political, and

ecclesiastical association with fellow students.

5. The expense of tuition, board, and incidentals.

It is claimed with confidence that in every one of these points Hendrix College is the equal of any other College in the State, and that no other institution combines, in such a high degree, these essentials. Comparison of catalogues and records is invited.

For fuller information, address

PRESIDENT A. C. MILLAR,
CONWAY, ARK.

REGISTER OF STUDENTS FOR 1897-8.

(When no State is mentioned it is understood that the residence given is a County in Arkansas.)

SENIOR CLASS.

NAME.	COURSE.	COUNTY.
Blount, William Thomas,	Ph. B.	Ouachita.
Curtis, Arthur Clayton,	Ph. B.	Lonoke.
Gantt, William Robert,	Ph. B.	Columbia.
Hammons, Jacob Daniel,	Ph. B.	White.
Hughes, Charles Gardner,	A. B.	Howard.
McKenzie, Henry Bonner,	A. B.	Nevada.
McKinnon, Susie,	A. B.	Clark.
Wynn, Thomas Duncan,	Lit. B.	Cleveland.

STUDENTS BELOW SENIOR CLASS.

(No attempt is made to classify, as the Elective System permits considerable irregularity in the arrangement of classes.)

Alcorn, E. M.	- - -	Clark
Allender, F.	- - - -	Faulkner
Arbuckle, J. B.	- -	Pulaski
Bahner, G. L.	- - -	Greene
Benedict, B. C.	- - -	Faulkner
Bigger, R. F.	- - -	Jackson
Blankenship, A. P.	- -	Faulkner

Bond, J. L.	-	-	-	-	Arkansas
Brown, J. H.	-	-	-	-	Pulaski
Brummett, W. H.	-	-	-	-	Ouachita
Bullion, B. T.	-	-	-	-	Faulkner
Burns, J. E.	-	-	-	-	Lawrence
Cannon, F. C.	-	-	-	-	Sevier
Cathey, W. L.	-	-	-	-	Faulkner
Cazort, S. G.	-	-	-	-	Johnson
Chelgrene, M.	-	-	-	-	Faulkner
Clark C. N.	-	-	-	-	Thayer, Mo.
Cole, J. H.	-	-	-	-	Franklin
Conditt, S. L.	-	-	-	-	Jackson
Cooper, W. H.	-	-	-	-	Hot Spring
Counts, R. B.	-	-	-	-	Monroe
Covington, B. G.	-	-	-	-	Woodruff
Cox, A.	-	-	-	-	Scott
Cox, J. B.	-	-	-	-	Faulkner
Craig, V. G.	-	-	-	-	Faulkner
Crosset, J. H.	-	-	-	-	Faulkner
Davis, C. L.	-	-	-	-	Alexandria, Tenn.
Dougan, B. C.	-	-	-	-	Faulkner
Dowell, H. E.	-	-	-	-	Jackson
Draper, B. C.	-	-	-	-	Hot Spring
Dunaway, J. D.	-	-	-	-	Faulkner
Dunaway, M. E.	-	-	-	-	Faulkner
Dupree, P. W.	-	-	-	-	Pulaski
Easterwood, S. E.	-	-	-	-	Faulkner
England, E. H.	-	-	-	-	Faulkner
Ewan, P. C.	-	-	-	-	Monroe
Fraser, J. G.	-	-	-	-	Van Buren

Galloway, A. M.	-	-	-	Crawford
Galloway, L. A.	-	-	-	Crawford
Galloway, Q. R.	-	-	-	Crawford
Gantt, N. J.	-	-	-	Columbia
Gist, L. C.	-	-	-	Faulkner
Greeson, J. B.	-	-	-	Faulkner
Greeson, M.	-	-	-	Faulkner
Greeson, P. H.	-	-	-	Faulkner
Gregory, O. R.	-	-	-	White
Griffin, J. H.	-	-	-	Independence
Grummer, W. H.	-	-	-	Faulkner
Hamilton, A. J.	-	-	-	Benton
Hamilton, J. C.	-	-	-	Cross
Harper, J. W.	-	-	-	St. Francis
Harrel, J. T.	-	-	-	Lafayette
Hartley, M. L.	-	-	-	White
Harvey, O. B.	-	-	-	Jefferson
Haskins, R. B.	-	-	-	Clark
Hawley, G. M.	-	-	-	Faulkner
Hayes, C. E.	-	-	-	Nevada
Hearin, E. H.	-	-	-	Union
Henry, J. A.	-	-	-	Dallas
Henry, R. R.	-	-	-	Dallas
Hill, H. A.	-	-	-	Faulkner
Hill, V. D.	-	-	-	Faulkner
Hodge, R. E.	-	-	-	Ouachita
Holman, L. C.	-	-	-	Little River
Howard, G.	-	-	-	Faulkner
Hughes, S. T.	-	-	-	Lee
Hutchinson, F.	-	-	-	Howard

Jackson, A. W.	-	-	-	Greene
James, J. M.	-	-	-	Woodruff
Kerr, J. M.	-	-	-	Monroe
Lafferty, E. E.	-	-	-	Clark
Lafferty, J. Y.	-	-	-	Clark
Laney, W. H.	-	-	.	Ouachita
Lark, F. A.	-	-	-	Crawford
Lark, J. E.	-	-	-	Crawford
Lark, W. H.	-	-	-	Crawford
Lee, W. J.	-	-	-	Benton
Leigh, P. E.	-	-	-	Faulkner
Lester, C. W.	-	-	-	Sebastian
Livingston, J. A.	-	-	-	Faulkner
Logan, G. L.	-	-	-	Clark
Mardis, H. C.	-	-	-	Poinsett
Martin, J. M.	-	-	-	Pope
Martin, O. L.	-	-	-	Faulkner
Masters, L. S.	-	-	-	Carroll
May, R. S.	-	-	-	Pope
McBryde, E. J.	-	-	-	Pulaski
McIntosh, J. T.	-	-	-	White
McKennon, P. D.	-	.	.	Johnson
McKie, W. H.	-	-	-	Woodruff
McKnight, E. D.	-	-	-	Woodruff
McPherson, A.	-	-	-	Faulkner
Menard, L. K.	-	-	-	Arkansas
Moss, A. J.	-	-	-	Faulkner
Moss, M. L.	-	-	-	Crawford
Murphy, G.	-	-	-	Union
Murphy, N. V.	-	-	-	Faulkner

Nelson, C. H.	-	-	-	-	Faulkner
Newman, J. E.	-	-	-	-	Yell
O'Daniel, C. L.	-	-	-	-	Lonoke
Oliver, W. L.	-	-	-	-	White
Patton, H. E.	-	-	-	-	Faulkner
Pittman, W. N.	-	-	-	-	Garland
Prince, W. H.	-	-	-	-	Faulkner
Prince, A. H.	-	-	-	-	Faulkner
Reece, G. W.	-	-	-	-	Searcy
Reynolds, M. H.	-	-	-	-	Faulkner
Reynolds, S. C.	-	-	-	-	Faulkner
Rhew, W. F.	-	-	-	-	White
Robins, F.	-	-	-	-	Faulkner
Robinson, J. W.	-	-	-	-	Monroe
Rogers, C. E.	-	-	-	-	Faulkner
Rooks, J. W.	-	-	-	-	Poinsett
Scott, P. T.	-	-	-	-	Lee
Sewell, E. K.	-	-	-	-	Union
Shettles, J. L.	-	-	-	-	Faulkner
Simms, A. G.	-	-	-	-	Faulkner
Skinner, C. E.	-	-	-	-	Fulton
Slayden, J. B.	-	-	-	-	Jackson
Slayden, J. E.	-	-	-	-	Jackson
Smith, E. M.	-	-	-	-	Yell
Steel, E. R.	-	-	-	-	Pulaski
Steele, J. P.	-	-	-	-	Nevada
Steel, R.	-	-	-	-	Sevier
Steel, W.	-	-	-	-	Sevier
Stephens, A. J.	-	-	-	-	Van Buren
Stevens, R. E.	-	-	-	-	Clark

Stinson, R.	-	-	-	-	Lafayette
Stone, B. P.	-	-	-	-	Cleveland
Straughan, M.	-	-	-	-	Lawrence
Summers, T. O.	-	-	-	-	Faulkner
Taff, F. A.	-	-	-	-	Scott
Tanner, T. T.	-	-	-	-	Ashley
Thomas, J. E.	-	-	-	-	Clay
Townsend, E.	-	-	-	-	Faulkner
Traylor, K. M.	-	-	-	-	Faulkner
Turner, F. L.	-	-	-	-	Hot Springs
Utley, J. S.	-	-	-	-	Faulkner
Vance, H. M.	-	-	-	-	Boone
Wasson, T. F.	-	-	-	-	Washington
Webster, L.	-	-	-	-	Arkansas
Whaley, N. M.	-	-	-	-	Nevada
Whiddon, H. T.	-	-	-	-	Faulkner
Whiddon, W. F.	-	-	-	-	Faulkner
White, J. P.	-	-	-	-	Faulkner
Williams, V. R.	-	-	-	-	Faulkner
Wilson, S. J.	-	-	-	-	Ashley
Witt, W. U.	-	-	-	-	Faulkner
Woolfolk, J. J.	-	-	-	-	Arkansas
Woolfolk, R. H.	-	-	-	-	Arkansas
Wynn, J. T.	-	-	-	-	Clay
Wynn, T. D.	-	-	-	-	Cleveland

SUMMARY.

COUNTIES	NO. OF STUDENTS	COUNTIES	NO. OF STUDENTS
Arkansas	5	Johnson	2
Ashley	2	Lafayette	2
Benton	2	Lawrence	2
Boone	1	Lee	2
Carroll	1	Little River	1
Clark	7	Lonoke	2
Clay	2	Monroe	4
Cleveland	3	Nevada	4
Columbia	2	Ouachita	4
Crawford	7	Poinsett	2
Cross	1	Pope	2
Dallas	2	Pulaski	5
Faulkner (non-resident)	10	Scott	2
Faulkner (local)	38	Searcy	1
Franklin	1	Sebastian	1
Fulton	1	Sevier	3
Garland	1	St. Francis	1
Greene	2	Union	3
Hot Spring	3	Van Buren	2
Howard	2	Washington	1
Independence	1	White	6
Jackson	5	Woodruff	4
Jefferson	1	Yell	2

STATES	NO. OF STUDENTS			
Arkansas	-	-	-	158
Missouri	-	-	-	1
Tennessee	-	-	-	1
Total	-	-	-	160

Local, 38; non-resident, 122. Males, 141; females
19. Preparing for the ministry, 23. Teachers, 65.

TITLED GRADUATES.

(Of Central Collegiate Institute.)

1883.

MISS ALICE MAHAN, M. E. L. Mulberry, Ark
MISS JENNIE MONTGOMERY (Raynor), M. E. L. Lamar, Ark
MISS LUCY RAGON (Basham), M. E. L. Clarksville, Ark

1884.

MISS LYDIA E. BURROW (Steel), M. E. L. (deceased).... Richmond, Ark
MISS EVA M. OLIVER, M. E. L. Altus, Ark
MISS CARRIE M. HOWELL, M. E. L. Altus, Ark

1885.

MISS MINNIE B. NICHOLS (Laser), M. E. L. Clarksville, Ark
MISS J. IDELLA DANIELS (Hall), M. E. L. Paris, Ark
MISS LIZZIE A. BURROW (Johnston), A. M. (deceased).... Ozark, Ark
MISS KATIE E. ATKINS (Hill), A. M. Altus, Ark
MISS SALLIE B. ATKINS, A. M. San Marcos, Texas

1887.

J. M. HAWLEY, A. B. Professor in Hendrix College
L. H. BURROW, A. B. Member of Arkansas Legislature
MISS BELLE EAST, M. E. L. Okolona, Ark
MISS LUELLA A. MILLER, M. E. L. Arkadelphia, Ark
MISS ALLENE A. MITCHELL, M. E. L. Chapel Hill, Ark

1889.

W. F. HAYS, A. B. Attorney-at-law, Texas
F. W. MILLER, A. B. Principal Arkadelphia High School

(Of Hendrix College.)

1890.

M. HARWOOD, (Reynolds), Ph. B. Conway, Ark
L. ROBINS (Goddard), Ph. B. Ft. Smith, Ark

1891,

A. DUNCAN (Durham), Ph. B. Plumerville, Ark
G. C. MILLAR, A. B. Professor in Hendrix College

1893.

C. T. COTHAM, A. B. Principal of Monticello High School

O. E. GODDARD, Lit. B.	Member of Arkansas Conference
J. W. HOUSE, Ph. B.	Member of Arkansas Conference
T. O. OWEN, A. B.	Member of Little Rock Conference

J. H. REYNOLDS, A. B.	Professor in Hendrix College
C. B. RIGGIN, A. B.	Official Reporter of Circuit Court
W. B. SANDERS, A. B.	Professor in Northwest Missouri College

1894.

J. W. CLINE, A. B.	Missionary to China
B. EDMONSON (Cline), Lit. B.	Missionary to China
J. H. MCCULLOCH, Ph. B.	Professor in Monticello High School
J. McKIOW, Ph. B.	Principal of Webberville (Texas) High School
J. F. TOWNSEND, A. B.	Professor in Centenary (Missouri) College
J. S. WILLBANKS, Lit. B.	Student in Drew Theological Seminary

1895.

J. M. HUGHEY, A. B.	Post-graduate in Vanderbilt University
S. J. HUNT, A. B.	Law Student in Vanderbilt University
S. MCCULLOCH, Ph. B.	Teacher in Gurdon High School
M. MCKINNON, A. B.	Teacher in Marvin Collegiate Institute
M. E. VAUGHTER, Lit. B.	Principal of El Paso High School

1896.

T. E. HELM, A. B.	Principal of Clarendon High School
W. T. MARTIN, Lit. B.	Principal of Wing High School
S. MCCULLOCH, Ph. B.	Teacher in Gurdon High School
J. MCCULLOUGH, A. B.	Principal of Poplar Grove High School
W. E. SIMPSON, A. B.	Principal of Harrisburg High School

1897.

H. H. BARGER, A. B.	Principal of Hartman High School
O. L. DUNAWAY, Ph. B.	Principal of Newark High School
J. J. GALLOWAY, A. B.	Principal of Lavaca, High School
W. B. HAYS, A. B.	Member of Arkansas Conference
W. E. HOGAN, A. B.	Professor in Clarendon High School
A. E. HOLLOWAY, Ph. B.	Member of White River Conference
M. HOUSE, A. B.	Conway, Ark
S. MCKINNON, Ph. B.	Gurdon, Ark

HONORARY DEGREES.

1889.

REV. J. W. BOSWELL, D. D.	Assistant Editor of "Christian Advocate"
REV. J. H. RIGGIN, D. D.	Member of Little Rock Conference

ALUMNI ASSOCIATION.

ORGANIZATION OF 1897-8.

President,	T. E. Helm, '96
Vice-President,	George C. Millar, '91
Secretary,	J. J. Galloway, '97
Treasurer,	A. Duncan, '91
MIRROR Editor,	J. H. McCulloch, '94

ALUMNI PROGRAM.

MONDAY, JUNE 6, 1898, 8:30 P. M.

Address,	C. T. Cotham, '93
Poem,	M. House, '97
Essay,	S. R. McCulloch, '95
Senior Prophecy,	A Junior, '99
Alumni History,	M. E. Vaughtner, '95

All graduates are urged to attend the meetings of the Alumni Association, which are held at 3 P. M. on Tuesday of Commencement week.

Every member is requested at the beginning of each session to furnish the MIRROR Editor with data for Personal Notes, so that the Association may be fully informed concerning the fortunes of all its members.

The President of the College will appreciate communications that will enable him properly to revise the addresses and occupations of graduates for the catalogue.

COMMERCIAL DEPARTMENT.

GEORGE L. LOGAN, JR., PRINCIPAL.

In this busy age a business education is almost indispensable, but it is best that it be secured in the atmosphere of the genuine college so that the student may come in contact with those who are giving and receiving a liberal education, in order that his outlook may be enlarged and his life be made richer.

Hendrix College now offers all the advantages of the first-class business college, together with the Library, the Literary Societies, the moderate expenses, and the fine moral and intellectual influences of the literary college.

A large, well lighted and ventilated room on the first floor of the Main Building has been fitted up with all the fixtures and the most improved apparatus for teaching the commercial branches.

Complete courses are given in Bookkeeping, Shorthand, and Typewriting. Spelling and Penmanship are taught to students who may need them.

Diplomas signed by the President and the Principal are granted to those who meet the rigid requirements, involving both principles and practice.

As board may be had in Tabor Hall or in private family at \$8 to \$10 a month and tuition is moder-

ate, the cost of a commercial education is reduced to a minimum.

Commercial students are expected to pay the matriculation fee of \$1, required of all students, but they are exempt from the payment of Term fees, unless they wish to use the Library and Reading Room.

Part of the work may be done in the Commercial Department and part in the College, and the charges will be graduated according to the work done in each.

Full particulars of courses and expenses are given in separate circular.

For the circular, or for fuller information on any point, address the President or the Principal.

THE PREPARATORY DEPARTMENT.

Hendrix College is in hearty sympathy with all efforts to build up good high schools and academies, but, while so few schools in the state prepare students fully for college, a Preparatory Department at the College is a necessity.

In this Department young students are thoroughly prepared for the College, and older students whose course of study has been irregular, or whose early education has been neglected, find opportunities for making up past deficiencies, so that they may pursue the collegiate studies to greatest advantage.

No Professor is specially provided for this department, but each college Professor teaches such subjects as naturally lie below his higher classes. Thus, two important results are secured: (1) Preparatory classes receive instruction from men who are specialists in their respective departments, and who are able to give to these classes the best methods and the latest and most thorough knowledge of the studies pursued, and hence can best prepare students to enter advanced classes; (2) the Professors become acquainted with each student on entering, and thus are better qualified to direct his future course, and to aid and sympathize with him in his whole college career.

As we cannot assume the care of very young boys who are away from their parents, all non-resident students must be at least fifteen years old, and should be sufficiently developed in character to respond to a rational system of government.

Preparatory students under twenty-one years of age are placed under stricter discipline than are older and more advanced students, but the Faculty are unwilling to become responsible for mere boys whose parents and teachers have failed in their efforts at home and in elementary school.

The instruction is simple, but thorough, and fitting students for college is the special object of this Department. At the same time students who do not contemplate a collegiate course can find no better education.

The course outlined below is intended for mature students, who can finish in two years the work that is done in a high school in three or four years. Young students, unless they are reasonably apt and diligent, will probably fail to complete the course in two years, but by taking fewer studies may finish in three years. Parents who send young boys should bear these facts in mind when their sons seem to do unsatisfactory work.

COURSES OF STUDY.

PREPARATORY YEAR.

English Grammar is studied throughout the year. A knowledge of Elementary Grammar is a prerequisite.

History of the United States is studied three times a week through the First and Second Terms.

Civil Government takes the place of History for the Third Term.

Arithmetic. A class is organized each Term for students who are deficient in Arithmetic.

Algebra. Elementary Algebra is pursued daily through the First and Second Terms, and Higher Algebra through the Third Term.

Latin is begun, and a Beginner's Book is used during the First and Second Terms daily. During the Third Term easy narrative and selections from Caesar are studied.

Sub-Divisions of the Public Lands. A class is usually organized at some convenient time for teachers who are preparing for the public examinations.

SUB-FRESHMAN CLASS.

English Grammar is reviewed by the use of some advanced work during the First Term. For the rest of the year Elementary Composition and Rhetoric together with American and English classics are pursued.

History. First Term, twice a week, Greek History ; Second and Third Terms, Roman History.

Higher Algebra is continued through the Second and Third Terms.

Plane Geometry is begun in the Second Term and continued through the Third.

Latin. Caesar, First Term ; Cicero, Second Term, Virgil, Third Term.

Greek is begun. A First Book is used through the larger part of the year. Xenophon's *Anabasis* is begun in the Third Term.

Science. Elementary Physics, First Term ; Elementary Physiology, Second Term, Physical Geography, Third Term.

Fuller statements may be found in connection with the College Courses.

For further information address

PRESIDENT A. C. MILLAR.

AFFILIATED ACADEMIES.

It has long been conceded that preparatory work can be done most successfully in schools organized and maintained for that purpose alone. Consequently the Trustees of Hendrix College wisely provided in their Constitution that separate academies under College control might be established. In order to insure their permanency and efficiency the following provisions were adopted.

The academy property must belong to the College Trustees. The Principal must be nominated by the President and confirmed by the Trustees. A local Board confirms the Principal's nominations of assistant teachers and exercises advisory control. Patronizing territory embracing from two to five counties is secured to each academy and within this territory the College and the academy are pledged to co-operate in the largest measure. The College President visits each academy and the Principal is an advisory member of the College Faculty. Students may be fully prepared in an academy for Freshman or Sophomore class in the best colleges and universities, and are permitted to enter the Hendrix College classes on certificate without examination.

By these provisions the interests of the College

and the academies and the several communities are closely united, and they may readily co-operate for mutual up-building.

It is intended that these academies shall have such equipment and be so managed that they will be far superior to ordinary high schools, and thus will not interfere with the local interests of any community.

While the Trustees are not pushing academies upon any people, yet they will cheerfully entertain propositions from ten or twelve healthful, well located towns in Arkansas, if in each at least ten acres of land and \$10,000 in money for buildings and equipment are offered.

The first town to secure a Hendrix Academy is Orchard, in Benton County.

ORCHARD HENDRIX ACADEMY.

HISTORY. In the fall of 1897 the authorities of the Kansas City, Pittsburg, and Gulf Railroad, through their Land Commissioner, Mr. F. A. Hornbeck, and their General Townsite Agent, Mr. G. M. Craig, offered a ten-acre campus and the proceeds of the sale of one hundred lots in Orchard (formerly called Gentry), Ark., to Hendrix College, if the people of the town would buy the lots. The land was speedily sold for \$10,000, and the money is now (June 1) being spent in the erection and equipment of the necessary buildings.

While it is true that the Railroad Company is interested in the lands and in the development of its territory, still its officers deserve great credit for the foresight and liberality of their method, and it is hoped that the prosperity of the school may amply justify their investment.

LOCATION. Orchard, is a thriving town of four hundred inhabitants, situated on a plateau of the Ozark Mountains, at an elevation of over 1200 feet above the sea level. It is the highest point on the R. R, between Kansas City and the Arkansas River, and has an excellent reputation for healthfulness. It is in the western part of Benton County, Arkansas, in the heart of the finest fruit country on

the continent, and although still a young town is one of the largest shipping points for fruit in N. W. Ark. The Railroad Company has planted nearly 2000 acres in apples just outside the town, and expects to make its orchard the largest in the world. The country is rapidly settling up with a thrifty class of farmers who easily make a living on a ten or twenty acre fruit farm.

CAMPUS. About one mile east of the business block, on a beautiful elevation overlooking the town and in full view of the Railroad, is the ten-acre campus. One half is covered with a fine native growth of trees, and the other half is a bearing apple orchard, which will be preserved for the benefit of the Principal.

BUILDINGS. The Main Building will be a very handsome and substantial two-story brick, containing a large, well-lighted and ventilated study hall capable of seating 200 students at single desks; and four recitation rooms and an office, besides numerous alcoves and wardrobes.

The Principal's House will be a two-story frame, containing fourteen large rooms. It is well built and furnished, and is intended for the Principal and family and for younger students.

It is probable that a conveniently planned and thoroughly equipped gymnasium will be built, but the arrangement had not been fully made June 1.

All these buildings are planned to secure the very best results in secondary school work.

A living well and a cistern will furnish an abundance of pure water.

EQUIPMENT. The school building will be furnished with the best of desks and seats. Apparatus costing about \$400 will be provided for use in teaching Elementary Physics, Physiology, and Physical Geography. The Library will contain over 1000 new books selected with special reference to the needs of a secondary school.

THE COURSE OF STUDY will begin with the higher common school branches, and will embrace all subjects required for admission to the Sophomore Class of Hendrix College, namely: English Grammar, Rhetoric, and Literature; Latin Grammar, Caesar, Cicero, Virgil, and Horace; Greek Grammar, Xenophon, Homer, and Herodotus; History of the United States, and of Greece and Rome; Civil Government; Arithmetic, Elementary and Higher Algebra, Plane and Solid Geometry, Plane and Spherical Trigonometry; Physics, Physiology, Physical Geography; French, German; and, in addition, Elocution, Music, and Bookkeeping.

PURPOSE. It is intended that the school shall be a place where boys between twelve and eighteen years old may find the best mental and moral discipline and surroundings in preparing for college.

While the Academy is intended primarily for boys, yet girls are admitted on equal terms.

FACULTY. Rev. J. M. Hughey, A. B. (Hendrix, 1895), A. M. (Vanderbilt, 1898), has been selected as Principal. In addition to his thorough collegiate and university training, he has had much experience in the public schools, and was for two years associate principal of the Hinemon University School at Monticello. He has also been an instructor in two County Normals. He will have two or three competent assistants.

OPENING. The Fall Term will begin September 21, 1898.

EXPENSES. Tuition and fees will cost from \$30 to \$50 a session. Board in the Principal's Home will cost \$12 a month, and in private families from \$8 to \$12. Other expenses will be very reasonable.

INFORMATION. A circular giving fuller information will be prepared and may be had by writing to Principal J. M. Hughey, Orchard, Ark.

For information concerning real estate and business openings, address, Collins and Lale, Orchard, Ark.

ACCREDITED SCHOOLS.

Believing that secondary schools may be stimulated by public recognition of their work, Hendrix College will publish in its annual catalogue a list of all schools which meet the requirements for admission to college classes. The following plan has been adopted to secure a proper understanding between the College and the schools that seek to be accredited.

1. Any school desiring recognition shall, before the first of February (earlier if convenient), through its principal or secretary, apply to the President of the College, asking for an inspection of its work and stating in the application the number of teachers and the course of study in its high school department.

2. As soon thereafter as possible the College will, at its own expense, send some member of the Faculty to inspect the school and report on its course of study and methods.

3. If the report is satisfactory, the school will be placed on the Accredited List in the College catalogue for the ensuing year.

4. Yearly thereafter the school will be expected, before the first of February, to report on blanks furnished by the College any changes in faculty, management, or course of study, and to give other information desired.

5. The school will be kept on the Accredited List without further visitation, unless the changes indicate the need of another inspection, but whenever practicable representatives of the College will visit the school.

6. If a school can not prepare students for college in cer-

tain subjects, but does satisfactory work in others, it shall be accredited for those that may be approved.

7. Students who bring certificates from Accredited Schools will, without examination, be permitted to enter classes for which the work indicated in their certificates has prepared them.

8. If a student received on certificate fails, after a reasonable time, to sustain himself in the College classes, his right to membership in the classes without examination will be withdrawn, and the school from which he came will be notified of his deficiencies.

9. If several students from the same school show serious lack of training, the school may be dropped from the Accredited List until there are changes in its methods or management.

SUGGESTIONS. Examination of the admission requirements found in the College catalogue will indicate the work that must be done in a secondary school to secure recognition. To avoid an unfavorable report, the principal of a school should be sure that his work will bear close inspection, before he calls for visitation.

Usually arrangements can be made with the College representative to deliver educational addresses to the school and community at the time of his visit. While the College does not offer "university extension" courses, yet, as far as practicable, it will furnish lecturers on special subjects whenever desired.

High school and academy principals are cordially invited to correspond with the College Faculty on questions of mutual interest.

SCHOOLS NOT ACCREDITED. Certificates from schools not accredited may be accepted in lieu of examinations; but students coming from such schools can not be so fully assured of the value of their certificates, and the schools fail to secure that public recognition to which an accredited school is entitled.

LIST OF ACCREDITED SCHOOLS.

Amity High School, Amity, Ark.;

Samuel M. Samson, Principal;

For admission to Freshman Class in English, History, Mathematics, Physics, Latin, and Greek.

Little Rock Conference Training School, Fordyce, Ark.;

J. D. Clary, Principal;

For admission to Freshman Class in English, Greek, History, and Physics; and for Sophomore Latin (except Horace), and Mathematics (except Algebra and Spherical Trigonometry).

Pine Bluff High School, Pine Bluff, Ark.;

J. H. Hinemon, Superintendent;

For admission to Freshman Class in English, Greek, History, and Physics; and in Latin and Mathematics something more than Freshman requirements.

Van Buren High School, Van Buren, Ark.;

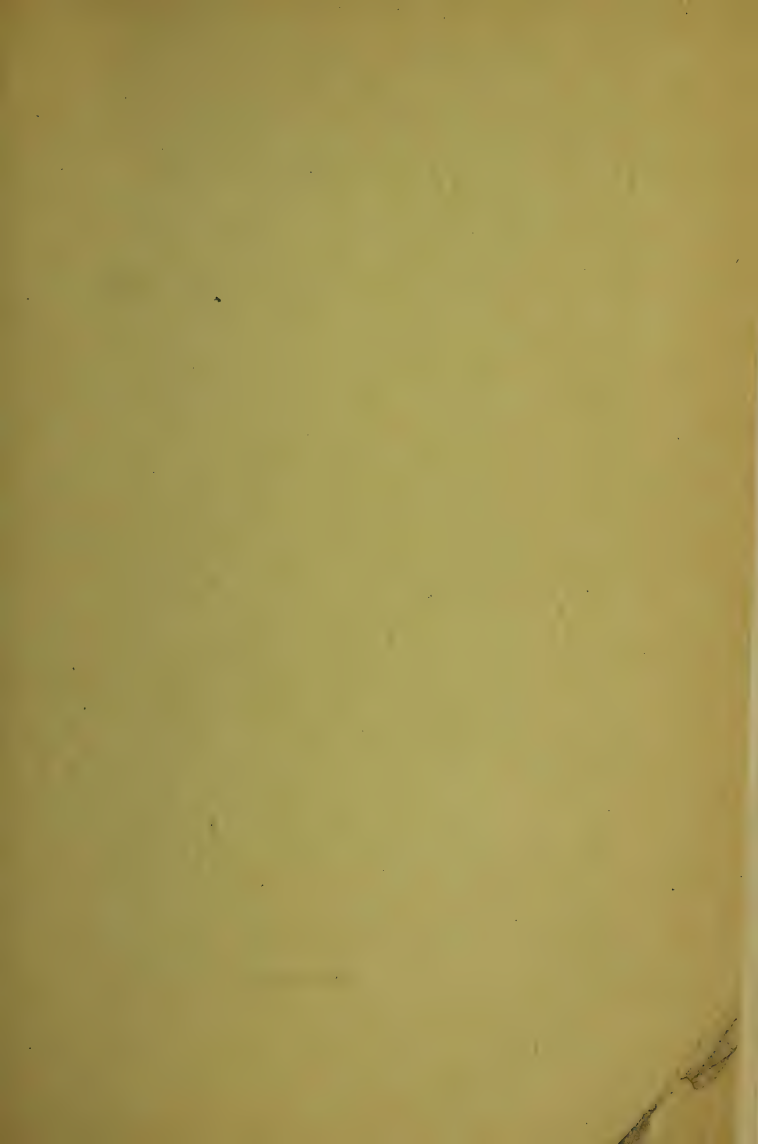
A. L. Peacher, Principal.

For admission to Freshman Class in English, History, Latin (except Virgil), and Mathematics.

NOTE.—Several other schools applied for visitation, but on account of the early publication of the catalogue they could not be reached. It is hoped that all that desire to be accredited will apply early next fall so that there may be ample time to arrange for visitation.

INDEX.

Academy, Orchard.....	93	Honorary Degrees.....	83
Accredited Schools.....	97	Instructors.....	65
Admission Examinations.....	12	Janitors.....	66
Admission Requirements.....	11	Journal.....	62
Affiliated Academies.....	91	Laboratory.....	59
Alumni Association.....	84	Land.....	70
Athletics.....	63	Latin Courses.....	28
Bachelor's Degrees.....	43	Lectures.....	64, 65
Beneficiaries.....	55	Librarians.....	66
Boarding.....	55, 57	Library.....	58
Board of Trustees.....	8	Lights.....	56
Buildings.....	69	Literary Societies.....	61
Calendar.....	2	Location.....	3, 4, 68
Campus.....	69	Manual, Student's.....	52
Central Baptist College.....	69	Master's Degrees.....	48
Central Collegiate Institute.....	3	Mathematical Courses.....	31
Certificates.....	41	Military Company.....	64
Change of Name.....	4	Mirror, The.....	62
Choice of a College.....	72	Museum.....	59
Colleges, Other.....	42	Natural Science Courses.....	32
Commercial Department.....	85	New Students.....	71
Committees of Board.....	9	Officers of Board.....	9
Control.....	6	Orations, Senior.....	45, 50
Counties.....	80	Orchard Academy.....	93
Courses of Instruction.....	16	Outline of Courses.....	17
Declamations.....	50	Ownership.....	6
Degrees.....	41	Parents.....	71
Departments.....	16	Philosophy Courses.....	34
Discipline.....	51	Physical Science Courses.....	35
Dormitories.....	55	Political Economy Courses.....	38
Educational Courses.....	17	Political Science Courses.....	39
English Courses.....	18	Preparatory Department.....	87
Entrance Examinations.....	12	Prizes.....	66, 67
Entrance Requirements.....	11	Proctor.....	56
Essays.....	50	Purpose of College.....	4
Examinations.....	12, 49	Reading Room.....	58
Expenses.....	53	Recitations.....	49
Faculty.....	10	Register of Students.....	74
Fees.....	53	Reports.....	49
Free Tuition.....	55	Scholarship Contest.....	62
French Courses.....	21	Scholarships for Academies.....	67
Furniture.....	56	Scholarships for Instructors.....	65
Galloway Female College.....	3	Tabor Hall.....	55
German Courses.....	22	Teachers.....	71
Government.....	51	Theses, Senior.....	45
Grades.....	45, 49	Time of Opening.....	72
Graduates.....	82	Trustees.....	8
Greek Courses.....	23	Value of Courses.....	44
Gymnasium.....	63	Women, Admission of.....	57
History Courses.....	25	Young Men's Christian Ass'n.....	63
History of College.....	3		





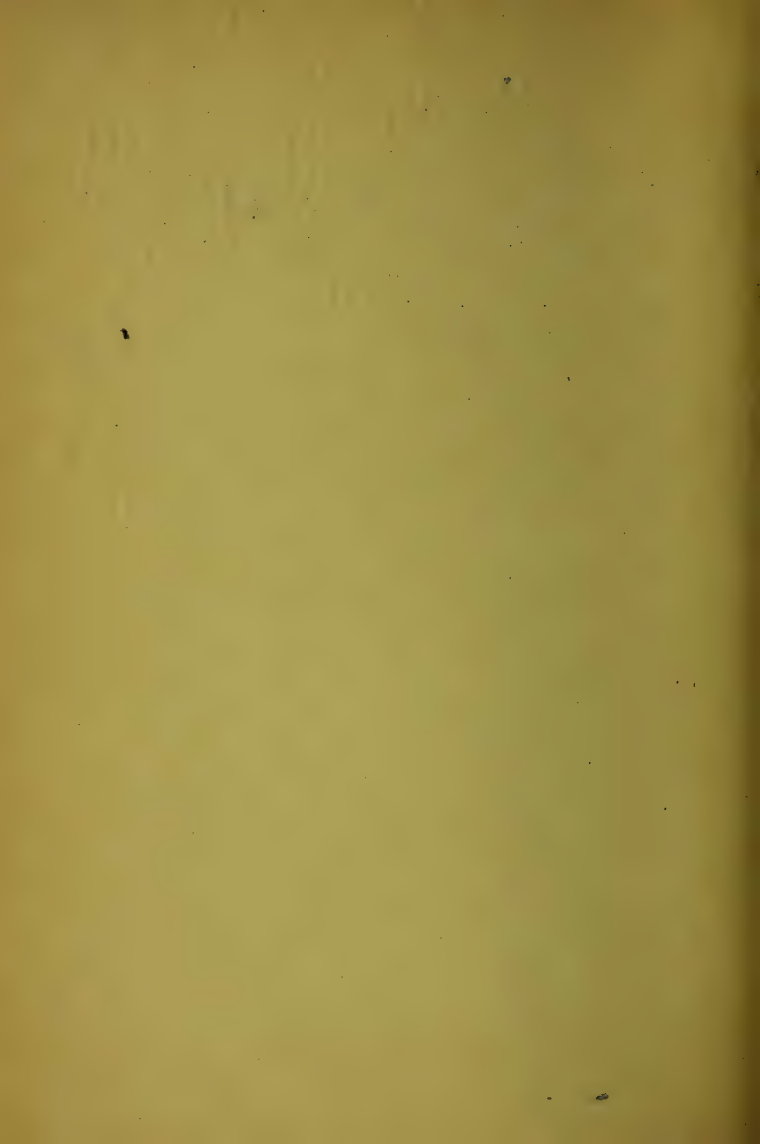
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❁ CATALOGUE ❁

HENDRIX COLLEGE



REGISTER FOR 1898-9
ANNOUNCEMENTS FOR 1899-1900



SIXTEENTH
ANNUAL CATALOGUE
OF
HENDRIX COLLEGE
CONWAY, ARKANSAS

REGISTER FOR 1898-9
ANNOUNCEMENTS FOR 1899-1900

1899:

PRESS OF CONWAY PRINTING COMPANY
CONWAY, ARKANSAS

COLLEGE CALENDAR FOR 1899-1900.

1899.

- Sept. 25-26....Entrance Examinations.
Sept. 27.....First Term begins.
Oct. 1.....Opening Sermon.
Oct. 2.....Y. M. C. A. Reception.
Nov. 1.....Subjects for Senior Theses selected.
Nov. 7.....First Term Essays.
Nov. 21.....First Declamation Day.
Nov. 23.....Thanksgiving Holiday.
Dec. 18-22....Examinations.
Dec. 23.....Winter Recess begins.

1900.

- Jan. 2.....Second Term begins.
Feb. 6.....Second Term Essays.
Feb. 20.....Second Declamation Day.
Feb. 22Joint Session of Literary Societies.
March 19-24...Examinations.
March 28.....Third Term begins.
April 10.....Third Term Essays.
April 24Third Declamation Day.
May 1.....Senior Theses submitted.
June 11-16....Examinations.
June 17.....Commencement Sermons.
June 18.....Annual Meeting of Trustees.
June 18-19....Contests and Anniversaries.
June 20.....Commencement Day.

HISTORY.

In 1883 the Arkansas Conference of the Methodist Episcopal Church, South, realizing the importance and the necessity of an institution of the highest collegiate grade, authorized its Centenary Committee to establish a College for men.

This committee met at Altus, June 10, 1884, and purchased, subject to Conference ratification, the Central Collegiate Institute, from its owner, Rev. I. L. Burrow. This action was ratified at the ensuing session of the Conference.

During the same year the Little Rock Conference became a joint owner, and in 1886 the White River Conference entered the alliance. Thus, wisely, were the interest and strength of the Church in Arkansas concentrated upon one College, with the purpose of making it worthy of the Church.

As there was no college for girls, Central Collegiate Institute for five years admitted both sexes on equal terms. When, in 1889, Galloway Female College was opened, the Trustees of the Central Collegiate Institute decided that, while women should not be excluded, the institution should be for young MEN; and that, on account of the character of work done, and by virtue of its relation to lower schools, it should be a college. Accordingly,

the name was changed to HENDRIX COLLEGE, in honor of Bishop E. R. Hendrix.

For several years the conviction had been growing in the minds of those who were in position to understand the situation, that, although the College had done and was still doing a grand work, permanent success could be attained only in a stronger community, more centrally located; hence at their sessions in 1889, the question of location was considered by the three patronizing Conferences; and by concurrent resolutions, the whole matter was referred to the College Trustees for final settlement.

January 1, 1890, the Trustees, having met at Little Rock, after a full hearing of both sides, and after careful investigation of the claims of Altus, decided to receive propositions from towns desiring the College.

March 19, 1890, at Little Rock, the Trustees received and considered propositions from seven towns; and, in consideration of centrality, a bonus of \$55,000, and other advantages, located the College at Conway.

The property at Altus was sold, the College was transplanted, and in its new location has continued with increased vigor its important work.

PURPOSE.

Hendrix College, founded and maintained by a

Christian Church, is intended to be in the highest sense, a Christian institution. Complete education involves the spiritual nature and is best given in a genuinely spiritual atmosphere, where religion is made the foundation of character; hence the College tolerates nothing that tends to weaken true Christian faith, and expects the life and teaching of each Professor to exert a positive elevating influence. The College seeks to gather together a body of choice young men whose lofty ideals and consistent walk will react upon each individual, thus purifying, strengthening, and enlarging the life of all. As far as possible, the morals of students will be carefully cultivated, and all reasonable safeguards will be provided to protect them from vice and immorality.

If their highest interests are duly considered, young men, leaving for the first time the sacred shelter of home, will not be committed to teachers whose skeptical views or careless life may destroy confidence in the faith and hopes of religious parents, but teachers will be found who endeavor, by precept and example, to lead ever toward the ideals of the Great Teacher, the Way, the Truth, the Life of the spiritual world.

In this intensely utilitarian age men virtually worship money, nor will they cease until convinced that there are nobler and purer shrines. Not mere money-changers, but true men, are needed; hence

the course of study and discipline at Hendrix College are intended to provide that thorough education which alone fully prepares for the stern duties of a progressive age. The world's bustling activity calls for practical education, but the best thought refuses to pander to that tendency to regard as practical that alone which produces money and is measured in dollars. Education is only truly practical that produces genuine men. The type of manhood is the proper standard by which to estimate the value of any system of training. That education, which, ignoring culture, burdens the mind with tables and technical terms, simply because these may be useful in business or profession, is not practical and beneficial, but injurious in the extreme. Education founded upon the study of all that is worthy in Science and Literature, giving development to mind and heart, building strong by building deep and broad, is truly practical. The student who has by hard thinking learned to think, not merely to memorize, who has grown into permanent culture and wisdom, who has acquired self-mastery, who has established his character upon eternal principles, is the man who will be felt as a power for righteousness, wherever he may be.

To make strong, manly, Christian men, cultured in mind and heart, ready for service, loving God and fellowman, is the object for which Hendrix College has been founded and maintained.

OWNERSHIP AND CONTROL.

Hendrix College is owned by the Arkansas, Little Rock, and White River Annual Conferences of the Methodist Episcopal Church, South, and is controlled through a Board of Trustees composed of eighteen members, six (three clerical and three lay) from each Conference, appointed in such a manner that the term of one member from each Conference shall expire at the end of every Conference year. The property belongs in fee simple to the Church, and by concurrent resolution of the Conferences, the Trustees are forbidden to contract any debt for which the College property shall be liable. Thus, after the present debt (now provided for) has been extinguished, the property will be absolutely safe. As the usefulness of the College may be greatly multiplied by liberal endowment and larger equipment, the friends of Christian education are urged to place more abundant means in the hands of the Trustees.

THE BOARD OF TRUSTEES.

REPRESENTATIVES OF THE ARKANSAS CONFERENCE.

TERM EXPIRES

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PRINCIPAL OF COMMERCIAL DEPARTMENT.

G. L. BAHNER, SENIOR LIBRARIAN.

ENTRANCE REQUIREMENTS.

AGE. No student under fifteen will be received unless he is under the immediate care of an older relative. For several years few students have been under sixteen, and the average age has been nearly twenty-one.

CHARACTER. Only students of good moral character are admitted. Certificates or recommendations from former teachers and from ministers or others who are well known in their respective communities should be presented.

SCHOLARSHIP. The preparation of students who seek admission to the Freshman class will be ascertained in the following manner :

1. A student who brings a certificate from the principal of an accredited school will be permitted, without examination, to enter classes for which his certificate shows he is prepared. If at the end of one month he has failed to sustain himself, he will be conditioned and may be required to make up deficiencies in a sub-college class.

2. If a student prefers to be examined before coming to college, questions will be sent to his County Examiner ; provided that the student applies to the President two weeks before the date

fixed for the examination, indicating his preparation and the subjects on which he wishes to stand, and forwards one dollar to cover expense of preparing questions. The applicant shall pay the Examiner's fees, and the Examiner shall certify that the examination has been conducted as required in letter of instructions.

3. If a student does not present a certificate and has not been previously examined, he will be examined at the College on Monday and Tuesday before the opening of the Fall Term, or he may stand the regular term examinations with sub-college classes. Examinations begin at 8:30 A. M., in Room 4.

SUBJECTS. All candidates for degrees are examined in English, History, Mathematics, and Elementary Physics. Examinations in Greek, Latin, French, German, and Elementary Physiology are offered for students who expect to take courses requiring them.

The amount and kind of work and the time which should be given in an academy to each subject to prepare for Freshman Class, are indicated in the following outline.

1. ENGLISH.—No candidate will be accepted in the Freshman Class in English whose work is notably defective in spelling, punctuation, idiom, or division into paragraphs.

The grammars of Reed and Kellogg and Meiklejohn are recommended for preparation for entrance. The simple

elements of composition and rhetoric must also be mastered in such a book as Williams's *Composition and Rhetoric*, Genung's *Outlines*, or A. S. Hill's *Foundations*.

READING.—The courses prescribed by the Association of Colleges and Preparatory Schools of the Southern States will be accepted as required reading, or the following books may be read: Hawthorne's *Tanglewood Tales* and *House of Seven Gables*, Defoe's *Robinson Crusoe*, Irving's *Tales of a Traveler*, *Pilgrim's Progress*, Franklin's *Autobiography*, Scott's *Lady of the Lake*, Goldsmith's *Vicar of Wakefield*, DeQuincey's *Flight of a Tartar Tribe*, one of the *Leatherstocking Tales*, T. B. Aldrich's *Marjorie Daw*, and Poe's *Tales*.

STUDY AND PRACTICE.—The following works are set for closer study, and candidates will be examined on their subject-matter, form, and structure: Irving's *Sketch-Book*, Longfellow's *Evangeline*, Poe's *Raven*, Lowell's *Vision of Sir Launfal*, Webster's *Bunker Hill Orations*, and Bryant's *Poems*, (Riverside Series.)

To prepare thoroughly for Freshman Class, students in high-schools and academies, after doing elementary work in English, should spend at least three years on the work outlined above.

2. HISTORY.—United States. Barnes, Montgomery, or Eggleston will serve to suggest the amount of preparation.

Civil Government. Some work like McClary, or Rhoton and Galbraith should be completed. Both state and national governments should be studied.

General History. A General History, such as Myers, Fisher, or Barnes, should be mastered; or a Greek History, like Myers, or Oman, and a Roman History, like Myers and Allen.

In the high school one year should be given to United States History; five months to Civil Government; and one

year to General History, or to Greek and Roman History.

A fair knowledge of both ancient and modern Geography is presumed and may be tested in History examinations.

3 MATHEMATICS.—Arithmetic, Ray's Third Part, or its equivalent.

Algebra: Factoring, L. C. M., G. C. D., Fractions, Simultaneous Equations, Involution, Evolution and Quadratics.

Geometry: Three books of Plane Geometry; ability to demonstrate theorems and to do original work.

In an academy or high school, such a book as Ray's Third Arithmetic should be mastered; one year should be given to Elementary Algebra (Milne, or its equivalent); one year to Complete Algebra (Wentworth, or its equivalent), and five months to Geometry (Wentworth, or its equivalent).

4. PHYSICS.—The fundamental principles of the various branches of Physics should be studied with such text-books as Shaw's Physics by Experiment, Stone's Experimental Physics, or Gage's Elementary Physics. As far as possible experimental work should be done and problems worked. In the high school six months or a year should be given to Elementary Physics.

5. LATIN.—Cæsar, three books; Cicero, three orations against Catiline; Vergil, two books, including Latin metre and versification; Latin Composition: Translation of simple sentences and of connected English prose based on Cæsar and Cicero.

In the high school, forms and rules should be thoroughly learned, and in connection with both reading and prose, Latin Syntax should be carefully studied, and special attention should be paid to the etymology of English words derived from Latin roots and to the acquisition of as large

a vocabulary as possible. The quality of the work rather than the amount read is the desideratum. In the high school three or four years should be given to this work.

6. GREEK.—First Greek Book (White or equivalent); Anabasis, about one book; Prose Composition (Pearson) based on the Anabasis read.

In the high school about fifteen or eighteen months should be given to Greek. The student should be well versed in Greek inflections and Syntax and be able to translate with ease into Greek easy prose based on Xenophon, or such as is found in Collar and Daniell's Beginner's Greek Composition.

7. FRENCH.—Thorough knowledge of the forms, familiarity with the principles of syntax, ability to translate easy English prose into French, and the reading of 300 or 400 pages of easy prose, are required.

8. GERMAN.—Thorough knowledge of the forms, familiarity with the principles of syntax, ability to translate easy English prose into German, and the reading of 200 or 300 pages of easy prose, are required.

High school students may prepare in French or German in one year if they are mature and well advanced in other subjects, otherwise two years will be necessary.

9. PHYSIOLOGY.—The usual combination of Anatomy, Physiology, and Hygiene, as treated in Martin's Human Body (Briefer Course), or Hutchinson's Elementary Physiology, will meet the requirements.

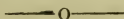
In the high school from six months to a year should be given to Elementary Physiology.

DEPARTMENTS AND COURSES OF INSTRUCTION.

The work of the College is divided among the following Departments: Education, English, French, German, Greek, History, Latin, Mathematics, Natural Science, Philosophy, Physical Science, and Political Science.

In the outlines, the college courses are numbered for convenience, and sub-college courses, when given, are lettered. The value which each subject is allowed in making up a degree course is indicated by figures. Usually a subject to which one recitation a week is given throughout the year has a value of one; or three recitations a week for one term have a value of one. Sub-college subjects required for all degrees have no mark of value. Other sub-college subjects are valued, because, in making up the total number of points necessary for a degree, they may be used to equalize entrance requirements so that the amount of college work may be the same for all degrees. However, a sub-college subject offered to reduce the college work of any degree must be completed before a college subject of the same kind is taken. Unless it is otherwise stated, courses should be pursued in the order in which they are placed in the outline. In making

up electives any course to which a value is assigned may be counted, subject to conditions named in the course. Alternative courses are offered in such a manner that, without increasing the work of professors, students by proper election may pursue both courses. The requirements for the several degrees are given after the outline of the courses.



OUTLINE OF COURSES.

EDUCATION.

PROFESSOR REYNOLDS.

1. History of Education.—Brief survey of ancient and mediæval systems, followed by more intensive study of modern reformers such as Comenius, Rousseau, Pestalozzi, Herbart, Froebel, and Mann. Texts: Painter and Boone. First Term, three times a week. For Juniors. Value 1.
2. Educational Problems.—In this course the rural school problems, secondary education, college and university problems, colored schools, and normal school problems, are examined critically. No text is used, but a printed bibliography, giving detailed references to some two hundred volumes in the library, is placed in the hands of each member of the class. The course is largely source study, the books most freely consulted being Commonwealth School Laws, the Reports of State Superintendents, Proceedings of the N. E. A., and the Reports of U. S. Commissioner of Education. The practice of typical States is compared on every question. All subjects are related to the present conditions in Arkansas.

Second Term, three times a week. For Juniors. Value 1.

3. School Management and Methods.—The subject matter of this course is classification, incentives, governing power, punishment, tactics, methods, etc. The relation of school government to the formation of character and the social obligations of the public schools are studied. Third Term, three times a week. For Juniors and Irregulars. Value 1.
4. History of Education in the United States.—This course is an intensive study of education in the United States with a view to a more thorough understanding of present educational conditions. Private as well as public endeavor is included, and both North and South receive attention. Courses 1 and 2 are prerequisites. Second Term, twice a week. For Juniors or Seniors. Value 1.
5. Comparison of Educational Systems.—The systems of European and American States are studied and compared. Topics are assigned, and papers prepared by students are read and criticised in class. Reports of the U. S. Commissioner of Education are the principal sources of information. Courses 1 and 2 are prerequisites. Third Term, twice a week. For Juniors or Seniors. Value 1.

ENGLISH.

PROF. FLANDERS AND MR. ENGLAND.

6. A careful study of grammar is pursued throughout the year, with Longmans' *School Grammar* and Reed and Kellogg's *Higher Lessons* used as texts. Frequent written exercises.

Parallel Reading: First Term, Hawthorne's *Tangle-*

wood Tales, Hughes's *Tom Brown's School Days*; Second Term, Defoe's *Robinson Crusoe*, Dickens's *Christmas Stories*; Third Term, Irving's *Tales of a Traveler*, Hawthorne's *Twice Told Tales*.

For Preparatory Students. Daily throughout the year.

- a. Rapid review of grammar, with exercises (Meiklejohn). Four times a week. First Term.

Study of simpler American and English classics. Once a week. First Term.

Elementary principles of composition and rhetoric. Hill's *Foundations*, with written exercises. Three times a week. Second and Third Terms.

Study of American and English classics continued. Twice a week. Second and Third Terms.

Parallel Reading: First Term, *Pilgrim's Progress*, Franklin's *Autobiography*, *Lady of the Lake*; Second Term, *Vicar of Wakefield*, De Quincey's *Flight of a Tartar Tribe*, one of the *Leather Stocking Tales*; Third Term, Hawthorne's *House of Seven Gables*, Aldrich's *Marjorie Daw*, Poe's *Tales*.

For Sub-Freshmen.

1. Rhetoric.—Careful study of rhetoric is pursued in this course. Genung's *Practical Rhetoric*, Part I, is used, and the class studies and prepares exercises based on the corresponding parts of Genung's *Rhetorical Analysis*. First Term, daily. For all Freshmen.
2. Literature.—Pancoast's *Introduction to English Literature*, and Pancoast's *Introduction to American Literature*, are used as text books. Illustrative selections from various authors are carefully studied in class. The purpose of this course is to give the student a knowledge of the history of English and

American literature, and, through lectures by the Professor, to cultivate a taste for letters. Parallel Reading: First Term, Macaulay's *Essays*, *David Copperfield*; Second Term, *Adam Bede*, *Silas Marner*, *Tale of Two Cities*; Third Term, *Ivanhoe*, *Henry Esmond*.

Second and Third Terms, daily. For all Freshmen.

Value of Freshman English 5.

3. Rhetoric.—The higher elements of style are studied, with Part II of Genung's *Practical Rhetoric* used as a text. The corresponding exercises in Genung's *Rhetorical Analysis* are studied. The aim of this course is to develop the powers of invention by a careful study of the best specimens of English prose. First Term, three times a week. For all Sophomores.
4. Science of Criticism.—The purpose of this course is, by a study of the elements of literary excellence, to lead the student to find for himself what is admirable in literature. Johnson's *Elements of Literary Criticism* will be used. Second Term, three times a week. For all Sophomores.
5. Literature.—Special effort is made in this course to cultivate literary taste by a study of the artistic beauty and deeper meaning of the best poems of Wordsworth, Coleridge, Shelley, Keats, Tennyson, and Bryant. Third Term, three times a week. For all Sophomores.

Parallel Reading for Sophomores: First Term, Wordsworth's *Prelude* and Hudson's *Studies in Wordsworth*; Second Term, Life of Shelley in *English Men of Letters*, Scudder's edition of *Prometheus Unbound*, *Hellas*; Third Term, Keat's Poems (Athenaeum Series), *Aurora Leigh*.

Value of Sophomore English 3.

6. Literature.—This course comprehends the three great poets, Chaucer, Milton, and Shakspeare. Chaucer's *Prologue* and *Knight's Tale* are studied during the First Term; Milton's poems, with references to library, the Second Term; Shakspeare's poems, with constant reference to the critical studies of Coleridge, Dowden, Moulton and Corson, the Third Term.

Parallel Reading: First Term, Spenser's *Faerie Queene*, Books I and II; Second Term, all of Milton's poems, and *Areopagitica* or *Second Defense of the English People*; Third Term, nine of Shakspeare's plays, to be selected by the Professor. Twice a week throughout the year. For Juniors. Value 2.

7. Language.—The historical development of the language from the earliest times to Chaucer is studied in this course. Cook's *First Book in Old English*, Morris and Skeat's *Specimens of Early English*, and other early English writings are used. Lounsbury's *History of the English Language* will be read as parallel, and an examination on it will be required. Twice a week throughout the year. For Seniors. Value 2.

FRENCH.

PROFESSOR MILLAR.

- 1 Grammar (Otto), including all the forms and the principal irregular verbs. Reading of about two hundred pages of easy prose. Composition, sight-reading, and conversation. Five times a week throughout the year. For Sophomores. Value 4.
2. Careful reading, in class, of the best productions of classic and modern writers, such as Corneille, Moliere, Racine. Dumas, Hugo, Balzac, Lamartine, Vigny, Gautier. Parallel reading, sight-reading and

composition. The authors and books read are varied from year to year.

Four times a week throughout the year. For Juniors. Value 4.

3. Extensive reading of the larger and more difficult works of the best authors. Study of French Literature. Writing of essays and critiques in French and English.

Once or twice a week throughout the year. Elective for Seniors. Value 2.

This course will not be given unless as many as three elect it.

GERMAN.

PROFESSOR MILLAR.

1. Grammar (Joynes-Meissner), Part I. Reading of about one hundred and fifty pages of easy prose. Composition, sight reading, and conversation.

Five times a week throughout the year. For Sophomores. Value 5.

2. Careful reading, in class, of the best authors, such as Goethe, Schiller, Lessing, Freytag, Heine. Parallel reading, sight-reading, and composition. The authors and books read are varied from year to year.

Three times a week throughout the year. For Juniors. Value 3.

3. Extensive reading of the larger and more difficult works of the best authors. Study of German Literature. Writing of essays and critiques in German and English.

Once or twice a week throughout the year. Elective for Seniors. Value 2.

This course will not be given unless as many as three elect it.

GREEK.

PROFESSOR THOMAS.

- a.* Elementary Greek.—White's First Greek Book; Anabasis; Pearson's Greek Prose. Daily throughout the year. For Sub-Freshmen. Value 3.

Course *a*, or its equivalent, is required of A. B. students for entrance to college classes, and the purpose is to fit such students not offering Greek as an entrance subject as rapidly as possible for the Freshman class. While given primarily for A. B. students it is open to all who wish to take it.

1. Xenophon, Anabasis; sight translation. First Term, four times a week. For Freshmen.
2. Herodotus, Selections; sight translation. Second Term, four times a week. For Freshmen.
3. Homer, Iliad or Odyssey; sight translation; Grote's History of Greece, ch. XXI. Third Term, four times a week. For Freshmen.

In all the preceding courses much attention is given to acquiring a good Greek vocabulary. Differences in Greek, Latin, and English idiom are constantly pointed out, derivative words are noticed and some attention is given to the development of the dialects.

4. Greek Composition.—Translation of simple sentences and English narrative based on easy authors. Review of inflections and a thorough study of Syntax. Goodwin's Grammar is used throughout the course. Given in connection with 1, 2, and 3. Once a week throughout the year. For Freshmen.

The value of Courses 1, 2, 3, and 4 is 5.

5. Lysias or Demosthenes, selected orations; sight trans-

lation. This subject is the basis for a general study of Greek Oratory, and of the political condition of Greece at the time of the author read. Morris's Greek Literature. First Term, twice a week. For Sophomores.

6. Thucydides, selected books. This subject includes a study of the sources of Greek history and a comparison of the Greek historians. Parallel reading, Plutarch; selected lives. Second Term, twice a week. For Sophomores.
 7. Euripides or Sophocles, Medea or Antigone. While careful attention is given to the study and interpretation of the text, a study of the origin and development of the Greek Drama is included in this course. Suitable parallel in English will be assigned. Third Term, twice a week. For Sophomores.
 8. Plato, Apology and Crito. Collateral reading on the History of Greek Philosophy. Given in 1900-1 as an alternative for 7. Third Term, twice a week. For Sophomores.
 9. Advanced Greek Composition. Translation of more difficult English prose into idiomatic Greek. Given once a week throughout the year, in connection with Greek 5, 6, and 7. Prerequisite Greek 4.
The total value of Sophomore Greek is 3.
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The courses below are electives and may be taken by either Juniors or Seniors. Courses 10, 11, and 12 will be given in 1899-1900, and will alternate with Courses 14, 15, and 16, which will be given in 1900-1. Twice a week. The value of either year's work is 2.

10. Homer, selected books of the Odyssey. First Term.
11. Aeschylus or Sophocles, selected plays. Second Term.

12. Plato, *Apology* and *Crito*. Third Term.
Occasional exercises in Greek Prose and suitable parallel reading will be given throughout the year.
13. In harmony with the above, courses will be given on the Homeric Question, Origin and Development of the Greek Drama, and Outlines of Greek Philosophy. Instruction will be by lectures, and students will be given themes for investigation. Once a week throughout the year. Value 1.
14. Demosthenes or Aeschines. First Term.
15. Aristophanes, *Birds* or *Wasps*. Second Term.
16. Aeschylus, *Agamemnon*. Introduction to text criticism. Third Term.
Occasional exercises in prose composition and parallel reading in these and other authors throughout the year.
17. History of Greek Literature, with lectures on its relation to the political and social life of the people. Themes for investigation by the students. Once a week throughout the year. Value 1.

HISTORY.

PROFESSOR REYNOLDS AND MR. GREESON.

- b. United States History; First and Second Terms. Civil Government; Third Term. Five times a week. For Preparatory Class.
- a. History of Greece; First Term. History of Rome; Second and Third Terms. Three times a week. For Sub-Freshmen.
1. Europe in the Middle Ages.--Contributions of Rome to the civilization of the world; dissolution of the empire; migrations of the Germanic peoples; the in-

fluence of the Church in reorganizing society; the growth of the Papacy; the empire of Charles the Great; the Holy Roman Empire and its struggle with the Papacy; the Crusades; Feudalism. Text-book (Thatcher), supplemented by daily reference to the library. First Term, four times a week. For all Sophomores.

2. Modern Europe to the French Revolution.—Transition from feudalism to monarchy; inventions; economic, intellectual, religious, and political revolutions; Reformation; counter Reformation; religious wars; absolutism; struggle for constitutional government in England; Church and State; colonization policies of European States; France, under Louis XIV. Text-book (Schwill), with daily reference to the library. Second Term, four times a week. For all Sophomores.
3. French Revolution and Europe in the Nineteenth Century.—Antecedents of the Revolution; constitutions; work of Napoleon; development of national consciousness in Europe; reaction; Congresses of Vienna and Verona; the Bourbons; Revolutions of 1830, 1848, and 1871; unification of Italy; unification of Germany; national consciousness in the Balkan States; democracy in England; Eastern question; partition of Africa. Text-book (Judson), with free reference to the library. Outlines and abstracts of parallel reading required. Third Term, four times a week. For all Sophomores.

The total value of Sophomore History is 4.

4. Constitutional History of England.—This course emphasizes the growth of the English kingship, judiciary, Cabinet, and Parliament; the spirit and life of movements as well as their constitutional products.

The texts of constitutional documents are critically studied. Abstracts of parallel readings are required; commentaries, compared; and institutions, discussed. Text-book, source study. First Term, four times a week. For Juniors or Seniors. Value 1.

5. Constitutional and Political History of the United States to 1829.—Relation of Colonies to mother country; their government; their constitutional development; efforts at union; Articles of Confederation; the Constitution; contest between federal authority, and states' rights; establishment of federal authority—money, tariff, foreign policy, internal improvements, judiciary, national bank, war of 1812; national democracy. Text-books: "Epochs of American History," with daily references to Walker, McMaster, Burgess, Taussig, Wilson, the Federalist, the Journal of the Constitutional Convention, and others. Second Term, four times a week. For Juniors or Seniors. Value 1.
6. Constitutional and Political History of the United States from 1829 to 1860.—Continuation of Course 5. Beginning with the popular sovereignty idea of Jackson, the class studies the rising power of the West, nullification, war on the bank, wild-cat banking, the contest over slavery—Texas, Mexican war, organization of federal territory, struggle in Kansas; secession war, reconstruction; national development—political and industrial progress. The method is the same as in Course 5. In Courses 5 and 6 attention is called to the interpretation of the Constitution as shown in Supreme Court decisions, laws of Congress, and acts of the Executive. Third Term, four times a week. For Juniors or Seniors. Value 1.

When Courses 4, 5, and 6 are all taken their total

value is 4, but the value of any one taken without the others is 1.

Courses 4, 5, and 6 were given in 1898-9, and are offered for 1900-1.

LATIN

PROFESSOR THOMAS AND MR. GANTT.

b. Elementary Latin.—Collar and Daniell's First Latin Book, *Via Latina*, or *Viri Romæ*. Daily throughout the year. For Preparatory students. Value 2.

a. Cæsar, Gallic War, First Term.

Cicero, Orations against Cataline, Second Term.

Vergil, *Aeneid*, including a study of Latin metre and versification, Third Term. The class will use Gildersleeve's Grammar throughout the year for a thorough study of forms and syntax. Four times a week.

Latin composition. Once a week throughout the year. Given in connection with 1, 2, and 3.

For Sub-Freshmen. Value 3.

Courses *b* and *a* are required of all (except B. S.), students not offering Latin as an entrance subject, but are also open to other students who may wish to obtain some knowledge of the language. It is assumed that the student is able to cover thoroughly and rapidly, in two years, the work usually done in preparation for College.

1. Cicero, *De Oratore* or Orations; sight translation. First Term, four times a week. For Freshmen.

2. Vergil, *Aeneid* or *Eclogues*; sight translation; Roman Mythology. Second Term, four times a week. For Freshmen.

Courses 1 and 2 are pursued rapidly and are intended to enable students to read ordinary prose and

verse easily and intelligently and to give them a broader and more comprehensive view of Latin Literature as represented by these authors.

3. Livy, selected books; sight translation; History of Roman Literature. Third Term, four times a week. For Freshmen.
4. Latin Composition, including the study of grammar and syntax. Translation of English narrative. This subject is given in connection with Latin 1, 2, and 3. Once a week throughout the year.
Freshman Latin is valued at 5.
5. Tacitus, Selections from the Annals, or Germania and Agricola; sight translation. Third Term, twice a week. For Sophomores.
6. Horace, Satires and Epistles; translation at sight from various authors. The Satires are studied for the light they throw on Roman social life and character in the time of Horace, and as illustrating a characteristic, as well as the most original type of Latin poetry. Second Term, twice a week. For Sophomores.
7. Horace, or Catullus, Carmina. These are studied chiefly from a literary point of view as illustrating the highest excellence of Roman Lyric Poetry. The metres, historical relations and mythology also receive attention. Third Term, twice a week. For Sophomores.
8. Pliny and Cicero, *Selectæ Epistolæ*; reading at sight.
Pliny's letters are not surpassed by any Latin in style, purity of language, or in regard to the light which they shed upon contemporary history, society, and literature. Those of Cicero are of surpassing interest for the view given of the private life of their author. First Term, twice a week. For Sophomores.

Course 8 may be substituted for 5 at the discretion of the instructor.

9. Advanced Latin Composition.—Translation of more difficult English prose. Given in connection with Latin 5, 6, and 7. Special attention is given to Latin idiom. Prerequisite, Latin 4. Once a week throughout the year.

The total value of Sophomore Latin is 3.

The Courses below are elective and may be taken by either Juniors or Seniors. Courses 10, 11, and 12 will be given in 1899-1900, and will alternate with Courses 14, 15, and 16, which will be offered in 1900-1. Twice a week. The value of either year's work is 2.

10. Cicero, Brutus de Claris Oratoribus. First Term.
11. Tacitus, Histories, or Annals. Second Term.
12. Plautus, Pseudolus; Terence, Andria. Third Term.
13. In harmony with the above, courses will be given embracing a study of Roman Oratory, Roman Antiquities, and the Origin and Development of Roman Comedy. Instruction will be by lectures, and themes will be assigned for investigation. Once a week. Value 1.
14. Vergil, rapid reading of the Aeneid. First Term.
15. Juvenal, Satires. Second Term.
16. Plautus, Captivi; Terence, Phormio. Third Term.
Occasional exercises in writing Latin Prose and suitable parallel reading will be required throughout the year in the Junior and Senior Courses. Sight reading and translation will be constantly practiced.
17. Roman Literature.—Lectures will be given upon in-

dividual authors, with extracts from the same, and essays will be required of the students on subjects to be assigned. Once a week throughout the year. Value 1.

MATHEMATICS.

PROFESSOR MILLAR, MR. GANTT, AND MR. PITTMAN.

- c.* Arithmetic, Ray's Third Part. New class each Term. Daily. For Irregulars.
- b.* Elementary Algebra (Milne), First and Second Terms; Complete Algebra (Wentworth), Third Term. Daily. For Preparatory Students.
- a.* Complete Algebra (Wentworth) through Quadratics, First and Second Terms; Plane Geometry (Wentworth), three Books. Second and Third Terms. Daily. For Sub-Freshmen.

Courses *a*, *b*, and *c*, or their equivalents, are required of all students to enter Freshman class.

- 1. Plane and Solid Geometry (Wentworth) completed, First and Second Terms; Algebra (Wentworth) completed, Second Term; Trigonometry, Plane and Spherical (Wentworth), Third Term. Daily. For all Freshmen. Value 5.
- 2. Conic Sections (Wentworth), First Term; Analytic Geometry (Wentworth), Second and Third Terms. Three times a week. For all Sophomores. Value 4.
- 3. Calculus. First and Second Terms, three times a week. For Juniors. Value 2.
- 4. Mechanics. Third Term, three times a week. For Juniors. Value 1.

5. Descriptive Geometry. First and Second Terms, twice a week. For Seniors. Value 2.
 6. Surveying. Third Term, twice a week. For Juniors or Seniors. Value 1.
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NATURAL SCIENCE.

PROFESSOR BRUCE.

- a. (1.) Elementary Physiology.—This course includes the usual text-book combination of Anatomy, Physiology, and Hygiene, much time being given to the last. Texts: Martin's Human Body (Briefer Course), or Hutchinson's Elementary Physiology. Second Term, five times a week. For Sub-Freshmen. Value 1.
- (2.) Physical Geography.—For the benefit of teachers and to prepare students better for Geology, Elementary Physical Geography is offered. Texts: Tarr's or the Eclectic Physical Geography. Third Term, five times a week. For Sub-Freshmen. Value 1.
1. Biology and Botany.—This course consists almost entirely of laboratory work. The class meets twice a week for practical work and for instruction and direction from the Professor, but the time actually required for the work is about five hours per week. The course in this subject is intended to furnish a means of mental discipline by training the power of observation, which is the foundation of all true science, and of forming correct judgments of the relative values of facts which the student learns at first hand in the practical work in the laboratory; to give by lecture and references to standard biological literature such information concerning the facts and theories of the science as general culture now demands. Each student is required to furnish his own

specimens and instruments, except compound microscopes, alcoholic specimens, works of reference, etc., which will be found at his convenience in the laboratory.

The Second and Third Terms are devoted to Botany. The First Term's work consists of text-book work and recitations and the Third is spent in the field. Each student is required to make a herbarium of not less than seventy-five specimens correctly classified and described. Texts: Colton's Practical Zoology and Gray's School and Field Book of Botany.

Twice a week throughout the year. For Sophomores. Value 2.

2. Physiology and Zoology.—The course in Human Physiology consists of text-book recitations, and lectures, with demonstrations. The microscope is used, furnishing valuable aid in the study of tissues. Hygiene is made a large element of the work. The study of the Human Body is supplemented throughout by a comparative study of the various orders of the animal kingdom. This course extends through the year and is open only to students who have taken the course in Chemistry. Texts; Martin's Human Body (Advanced Course) and Orton's Comparative Zoology.

Three times a week throughout the year. For Juniors. Value 5.

3. Mineralogy.—This course is intended to make the student familiar with the more common minerals, and to enable him to recognize the rock-making species in their ordinary associations as rock masses. In the laboratory much practice is given in the determination of minerals; some fifty to seventy-five minerals being submitted for determination by means of the

blow-pipe. Prerequisite: Chemistry. Text: Dana's Manual of Mineralogy and Petrography.

Daily through the First and part of the Second Term. For Seniors. Value 2.

4. Geology.—The work in Geology is given by text-book recitations, supplemented by lectures, and excursions for field work. The following topics are treated: The geological forces and agencies, or the dynamics of the earth's crust; the interaction of internal heat, and atmospheric agencies; The effects of heat frost, chemical forces, glaciers, etc., the destruction, transportation, and formation of rocks; the origin of mountains; the phenomena of earthquakes, volcanoes and geysers; and the structure of rocks and rock masses. The work is completed by a rapid review of Historical Geology. Prerequisites: Chemistry and Mineralogy. Text: Le Conte's Elements of Geology. Second and Third Terms, daily. For Seniors. Value 2.

PHILOSOPHY.

PRESIDENT MILLAR.

1. Psychology.—Ladd's Outlines of Descriptive Psychology may be used as a basis for recitations. Discussions, theses, and reviews of standard writers are required. Simple experiments in Physiological Psychology are tried. First Term, four times a week.
2. Logic.—Hyslop's Elements of Logic is carefully studied, with constant reference to other works. Second Term, four times a week.
3. Ethics.—Smyth's Christian Ethics, or Bowne's Principles of Ethics serves as an outline for lectures and discussions. Students are expected to criticise freely

the ethical theories presented, and accept only those conclusions which stand the most rigorous tests. Third Term, four times a week.

Courses 1, 2, and 3 are required for all degrees, and may be taken by Juniors or Seniors. Value 4.

4. The Bible.—Whenever three properly prepared students elect it, a course in Bible study will be given. It will vary from year to year according to the preparation and purpose of the class, and may be so arranged that students who pursue the course one year may have different work for a second course. Once a week throughout the year. For Sophomores or Juniors. Value 1.
5. Christian Evidences.—Fisher's *The Grounds of Theistic and Christian Belief* may be used as the text-book, but students are required to consult such authors as Seth, Flint, McCosh, Hopkins, Robinson, Alexander, and Gregory, and to prepare papers on selected topics. Once a week throughout the year, or three times a week during the Second Term, as the class may elect. For Seniors. Value 1.
6. History of Philosophy.—First Term. Value 1.
7. Ethical Theories.—Second Term. Value 1.
8. Advanced Logic.—Third Term. Value 1.

Courses 6, 7, and 8 are Senior Electives for students who have completed 1, 2 and 3. They will be given only when elected by three or more students. The details of each course will be arranged when the class is formed.

PHYSICAL SCIENCE.

PROFESSOR BRUCE AND MR. PARK.

- a. Elementary Physics.—For the benefit of those who are not prepared for the Advanced Physics and for the better qualification of those who are to pursue it a course in Elementary Physics is offered.

Texts: Shaw's Physics by experiment, or Stone's Experimental Physics. First Term, daily. For Sub-Freshman.

1. Chemistry.—The aim of the course is: First, a general knowledge of chemical phenomena; second, a thorough knowledge of Theoretical Chemistry and Stoichiometry; third, a careful study of the elements and their more important compounds; fourth, methods and work in Analysis, Qualitative, and Quantitative.

Theoretical Chemistry.—The work of the First Term begins with a careful study of a number of chemical phenomena which are used as a basis for the deduction of a general chemical theory. Numerous problems in stoichiometry are solved. Each student is assigned a desk in the laboratory, furnished with apparatus and chemicals and it is required that every statement shall be illustrated and verified by experiment; each student is further required to manufacture one or more salts under each basic element and to explain fully the process and the principles involved. The work of the Second Term closes with a study of the outlines of Organic Chemistry.

Qualitative Analysis.—The Third Term is devoted to a study of Qualitative Analysis—ten hours per week of practical work in the laboratory being required. The laboratory is a large, well ventilated,

well-lighted room, supplied with convenient working tables, vacuum filtration, hoods for noxious vapors, constant water supply, a delicate balance, and all apparatus necessary for a thorough course in Qualitative and Quantitative Analysis. Texts: William's Introduction, William's Chemical Experiments—General and Analytical, Noyes's Qualitative Analysis. Freseneus for reference.

This course will be of value to students who expect to choose a medical or other scientific profession. Three times a week throughout the year. For all Sophomores. Value 5.

2. Quantitative Analysis.—A course in volumetric and gravimetric analysis has been arranged as a second year's course for the accommodation of students who may desire a more extended course in chemistry. The work consists of six hours per week of laboratory work. Cairn's Quantitative Chemical Analysis, Fresenius for reference.

This course in Quantitative Analysis is elective. Throughout the year. For Juniors who have taken 1. Value 3.

3. Physics.—In the advanced course the First Term is devoted to Mechanics of both Solids and Liquids and to Sound; the Second Term to Light and Heat, and the Third to Electricity and Magnetism. A text book on general Physics is used, but is largely supplemented by experimental demonstrations. The student is led to note the general principles of Mechanics that apply throughout, and particular attention is given to such facts and principles as can be turned to practical account. The solution of a large number of problems is required and each student must keep a note book in which he records the results of all experi-

ments. Text: Ames's Theory of Physics. Prerequisites: Chemistry and Plane Trigonometry. Three times a week throughout the year. For all Juniors Value 3.

4. Astronomy.—The aim of this course is to give the student a general knowledge of mathematical, descriptive, and physical Astronomy. The course is based upon text-book work. The facts with which all educated persons are supposed to be acquainted are committed to memory; the constellations are pointed out, and an opportunity is offered for observing the sun, moon, and planets through the telescope. In the computation of the size, weight, and orbits of the heavenly bodies, the students meet with problems which afford a good test of their mathematical acquirements. The history and development of the science is laid before them, and their attention is invited to the processes of reasoning by which the sublime generalizations of Modern Astronomy have been achieved. Text: Young's General Astronomy. Prerequisites: Physics and Sophomore Mathematics. Twice a week throughout the year. For Seniors. Value 3.

POLITICAL SCIENCE

PROFESSOR REYNOLDS.

1. Sociology.—Beginning with a review of the historic development of the social institutions, such as the family, marriage, and the state, the class studies abnormal conditions, such as pauperism, crime, drunkenness, and the remedies which society applies. The course is based upon the theory that social problems are capable of scientific study and treatment, and is offered to encourage such an attitude of mind. First

Term, three times a week. For Juniors or Seniors. Value 1.

Course 1 will be given in 1899-1900.

2. Commonwealth Governments.—This course emphasizes the government of the American Commonwealths; the place of the commonwealth in the federal system. The constitution and statutes of Arkansas are taken as a point of departure, with which are compared the constitutions of commonwealths typical of the several sections of the United States. The manner in which the several commonwealths have dealt with suffrage, education, internal improvements, private and public corporations, will be studied.

The last two weeks will be devoted to Parliamentary Law.

Second Term, four times a week. For Juniors or Seniors. Value 1.

3. National Government.—The constitutions and governments of England, France, Germany, Switzerland, and the United States, are compared, the text of the constitutions being used. With Burgess as a basis the class also studies Bryce, Lowell, Wilson, and Goodnow. Sophomore History is a prerequisite. Third Term, four times a week. For Juniors or Seniors. Value 1.

When Courses 2, 3, and 4 are all taken their total value is 4, but any one taken without the others is valued at 1.

4. Elements of Political Economy.—This course is designed to introduce students to the Science as at present developed. Bullock will be used as a text, daily reference, however, being made to Laughlin, Mill, Walker, and others. First Term, four times a week. For Juniors or Seniors. Value 1.

5. Money and Banking.—The history of money and banking is first briefly surveyed. This is followed by a study of typical banking systems in America and Europe. Bimetalism, governmental issues, and present problems of money are studied. Text-book: White's Money and Banking. Abstracts of parallel reading, discussions, and papers on assigned topics. Course 4 is a prerequisite. Second Term, three times a week. For Juniors or Seniors. Value 1.
6. Public Finance.—Economics of the state; direct taxation; systems of taxation in American States and cities; contraction, administration, and liquidation of public debts; social and industrial effects of governmental expenditures; property, income, corporation, land, and inheritance taxes are forms to be studied. Some text like Bastable, Seligman, Ely, or Adams, will be the basis of the work. The method is the same as for Course 2. Course 1 is a prerequisite. Third Term, three times a week. For Juniors or Seniors. Value 1.

CERTIFICATES AND DEGREES.

It is desirable that all students should take a course leading to a regular collegiate degree, since each degree requires the co-ordination and completion of those branches which lead to thorough and systematic education. There are, however, many young men who can never hope to finish a complete college course and who yet wish to pursue, with the advantages afforded by a college, a group of studies preparing them to secure good certificates as teachers. For their accommodation arrangements may be made to take any of the studies for which they are prepared, if it does not necessitate a change of schedule. Certificates showing the character and standing of such students will be granted on application.

On entering each student is expected to select one of the prescribed courses, and shall not be allowed to deviate from it, except for reasons satisfactory to the Faculty.

While there is no strict classification of students as Freshmen, Sophomores, Juniors, and Seniors, yet each student is advised, if possible, to take courses belonging to the same year, to avoid conflicts in recitation periods and to approach each subject logically.

Each Professor may change from one course to another in his own department students who may be improperly classified; but the consent of the President is required to effect a change from one department to another. To effect such a change or to withdraw from a class, a written application must be made to the President, who will sign it if he approves. The application must then be countersigned by the Professors concerned and be returned to the President.

Each student is required to take not less than fifteen recitations a week, and is not allowed to take more than twenty. A variation from maximum or minimum requirements will be allowed by the Faculty only on presentation of a written statement detailing the work and the condition of the applicant, and permission thus given may be withdrawn if the results are not satisfactory.

Advanced students from reputable colleges are received on certificate and allowed such credit as their previous work may justify, but unsatisfactory class-work may lead to the withdrawal of credit and to the requirement of examinations. Certificates should give detailed statements of subjects studied, time spent, amount of work, and final standing in each.

Certificates and degrees are given under the conditions named below.

1. Certificate of Graduation in a School.—To receive this certificate the student must do all the

class-work and pass satisfactory examinations on all subjects required in that School, and must satisfy the Faculty of his proficiency in English.

2. Normal Certificate.—To receive a normal certificate, the student must complete the following subjects: Algebra, through Quadratics; Plane and Solid Geometry; Elementary Physics; Rhetoric; Psychology; General History; Latin Grammar and Prose Composition; Cæsar, four books; Vergil, three books; Cicero, four orations; Constitution of the United States; Constitution of Arkansas; Zoology; Geology; Botany; Theory and Art of Teaching. Most of these subjects are sub-collegiate, but the course is required by law for a State Certificate. The State Superintendent cannot legally issue a certificate on the basis of a college examination, although it is far more severe than the State examination, but the completion of this course will prepare for the latter, and will indicate to the public the student's scholastic qualifications for teaching.

3. Bachelor's Degrees.—The sub-college prerequisites for all degrees are Courses A. and B. in English, History, and Mathematics, and Elementary Physics. The additional prerequisites for the degree of Bachelor of Arts are Courses A. and B. in Latin and Course A. in Greek; for the degree of Bachelor of Science, Elementary Physiology; for the degree of Bachelor of Philosophy or Bachelor of

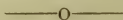
Letters, Courses A. and B. in Latin. Since the prerequisites for the A. B. degree are the greatest, the amount of college work, 70, is the least. Since the value of Course A. in Greek is 3 and it is not required for the Ph. B. and Lit. B. degrees, college work valued at 73 must be taken for either degree. Since the value of course A. in Greek is 3, and of Courses A. and B. in Latin is 5, and they are not required for S. B., while Elementary Physiology valued at 1 is required, college work valued at 77 must be taken for that degree. However, when any sub-college courses which are not required for a degree are taken their values may be subtracted from the total of college work, provided that the amount of college work shall never be less than 68. This is not a lowering of the requirements, since sub-college courses are valued at much less for the number of recitations than are college courses, but it is a practical effort to deal fairly with students who have received different kinds of preparation, and to avoid discrimination either for or against certain subjects. For instance, the S. B. student who has studied Latin for several years in some academy, may justly be permitted to take a little less college work than the student who knows nothing of Latin.

Thus it is hoped that all the degrees represent nearly the same amount of work, and are equally honorable, indicating not various degrees of effort,

but merely different tastes and purposes. The required courses for each degree are intended to give a definite character to the degrees, while the electives afford opportunity for great variety or for a measure of specialization in the student's maturer years. In the outlines below, the required studies, with their values, and the values that may be elected are indicated. In making up the electives a single course will be counted only when it is complete within itself. While 70 is the passing grade, yet no diploma or certificate is given unless the general average on all subjects is at least 75, and thoroughly acceptable work must be done on all required courses.

To take any degree the student must be of good moral character, must spend at least one year in Hendrix College, must write all essays required, and must prepare an oration or thesis under the following regulations. At the beginning of the Fall Term each Professor announces subjects connected with the work of his department. From these subjects, each Senior is required to select, before November 1, a subject, and, under the direction of the Professor from whose list the subject is chosen, to prepare a thesis or oration of not fewer than 1500 words to be submitted to the Faculty by May 1, and when it is approved, to present to the Library for preservation a copy legibly written on paper of such style and size as may be selected for

all. That Senior whose thesis or oration, in the judgment of the Faculty, shows the widest research, greatest originality, and best literary finish, shall have the honor of reading or delivering his production on Commencement Day. The Seniors shall, before November 1, choose one of their number as Class Orator to represent them at Commencement. Seniors are excused from ordinary term essays.



REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS.

DEPARTMENT,	COURSES.	VALUE.
English.....	1, 2, 3, 4, 5	8
Greek	1, 2, 3, 4, 5, 6, 7, 9	8
History	1, 2, 3	4
Latin	1, 2, 3, 4, 5, 6, 7, 9	8
Mathematics.....	I, 2	9
Philosophy	1, 2, 3	4
Physical Science.....	1, 3	8
Electives		21
Total Value		70

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE.

DEPARTMENT.	COURSES.	VALUE.
English.....	1, 2, 3, 4, 5	8
History	1, 2, 3	4
Mathematics.....	1, 2, 3, 4	12
Natural Science.....	1, 2, 3, 4	10
Philosophy.....	1, 2, 3	4
Physical Science.....	1, 3, 4	11
Political Science.....	2, 3, 4	4
Electives		24
Total Value.....		77

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF PHILOSOPHY.

DEPARTMENT.	COURSES.	VALUE.
Education	1, 2 or 4, 3	3
English.....	1, 2, 3, 4, 5	8
French.....	1, 2, }	8
or German.....	1, 2, }	
History	1, 2, 3, 4, 5, 6	8
Latin	1, 2, 3, 4	5
Mathematics.....	1, 2	9
Philosophy.....	1, 2, 3, 4 or 5	5
Physical Science.....	1, 3	8
Political Science.....	2, 3, 4	4
Electives		15
Total Value.....		73

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF LETTERS.

DEPARTMENT.	COURSES.	VALUE.
English.....	1, 2, 3, 4, 5, 6 or 7	10
French.....	1, 2	8
German	1, 2	8
History	1, 2, 3	4
Latin	1, 2, 3, 4	5
Mathematics.....	1, 2	9
Philosophy	1, 2, 3	4
Physical Science.....	1, 3	8
Electives		17
Total Value.....		73

4. Master's Degrees.—As post-graduate work should usually be done in a university, students are encouraged to seek higher degrees at genuine universities. However, under certain conditions Master's degrees will be conferred on students who have already taken Bachelor's degrees at Hendrix College, but graduates of other institutions will not be permitted to become candidates for Master's degrees. Particulars of work required will be furnished on application.

- The fees and tuition will depend on the amount of personal oversight required.

RECITATIONS, EXAMINATIONS, AND REPORTS.

Each Professor instructs according to his own methods, but the usual method is by recitation of lessons assigned in the text-books, supplemented by lectures and original class-work. The black-board is used with nearly all classes.

When a student is absent from recitation, or fails, he is marked 0 unless the lessons missed are made up as the Professor may require. The privilege of making up recitations is only granted to students whose excuses are previously approved.

A record of each student's scholarship and deportment is kept, and twice each Term reports are sent to parents.

Examinations, either oral or written, are given at the discretion of the Professors, but the regular time for examinations is the last week of each Term. The Term standing is found by taking the average of the daily and the examination grades. No student whose average on any subject falls below 70, on a scale of 100, shall be allowed to graduate, nor if the grade be higher, should the examination grade be under 70. Accuracy in the use of English is required in all examination papers. Students may pass on the subject matter, and yet be conditioned on English. The condition will be

removed only when satisfactory evidence is shown that the deficiencies in English have been overcome. Students who fail to pass on any subject may, at the option of the Professor, be required to pursue it again in class, or be re-examined. Before a student is permitted to stand a private examination, he must present the President's receipt for \$1, the amount fixed for an extra examination.

All deficiencies must be made up by Seniors before the beginning of the Third Term.

Students who have an average daily grade of 95 and who have not been absent more than 5 per cent of the time required for their classes, may, without examinations, receive a passing grade, at the discretion of the several Professors, provided that no one may compete for any scholarship prize without standing all examinations.

Students making an average grade of 85 are considered distinguished, and their names are published in the MIRROR.

ESSAYS, DECLAMATIONS, AND ORATIONS.

During the session three declamations and three essays are required from each student. The dates are published in the Calendar.

Editorial work on THE MIRROR, Senior orations and theses, and debates and orations on Washington's Birthday, are accepted in lieu of regular essay

or declamation requirements, if due notice is given to the President.

All declamations, essays, orations, and papers, prepared by students for public delivery, must be submitted to the Faculty at least ten days before delivery, and then must be delivered as corrected.

GOVERNMENT.

The rules are made and the discipline administered by the Faculty, consisting of the President and regular Professors.

In the government of the College the President has general oversight, while each Professor governs his own class-room, and reports to the Faculty all infractions of rules and all disorders that come under his observation.

Knowing that the best disciplinary results can be secured by appealing to a student's sense of honor, and by imposing responsibility upon him, the Faculty adopt only necessary rules and require the active co-operation of all students in maintaining law and order. Wherever such a system of government has been used the results have been highly satisfactory, and the students of Hendrix College, whenever tried in this way, have shown themselves worthy of all confidence. The advantage of this system is not merely the admirable order secured among students, but it increases their manliness

and self-respect and prepares them for self-government and the important duties of citizenship.

Young men who are not disposed to assume responsibility and submit to wholesome discipline, should not apply for admission. Kindly, helpful admonition will be given when students appear to be merely thoughtless or indolent, but should viciousness or lawlessness be discovered, the punishment will be prompt and severe, extending from demerits and public reproof to suspension and expulsion. Severe punishment, however, will be administered only when the highest interests of the whole school require it, on the theory that the reformation of the offender and the protection of the innocent are more important than the vindication of the letter of the law.

On account of their length, the rules and regulations are not published in the catalogue, but a Student's Manual, containing explicit rules, is provided for each student, and a copy is sent to parents also, that they may be able to co-operate with the Faculty. Parents may rest assured that the rules are wholly for the student's good, and are founded on experience and common sense.

The reports sent to parents will show, in addition to class-standing, the deportment of students as far as known, and special reports will be made whenever it is necessary.

MISCELLANEOUS INFORMATION.

EXPENSES.

Tuition in College classes, per term.....	\$20 00
Tuition in Sub-Freshman classes, per term.....	15 00
Tuition in Preparatory classes, per term.....	9 00
Matriculation Fee, payable once each year.....	1 00
Term Fee, for use of Library and Reading Room, per term.....	1 00
Science Fee, except for Chemistry and Mineralogy, per term.....	1 00
Chemistry or Mineralogy, per term.....	3 00
Fee for Diploma.....	5 00
Fee for Certificate of Graduation in a School.....	3 00
Board at Tabor Hall (actual cost), per month....	\$6 to 9 00
Dormitory Rooms (unfurnished), per month..	1.50 to 3 00
Electric Light, per term.....	.75 cents to 1 00
Fuel for Room, during winter, per month..	.75 cents to 1 50
Furniture for Room, according to student's taste,	\$10 to 20 00
Board, Room, Fuel, and Lights, in families....	\$8 to 12 00
Laundry Work, per month.....	.50 cents to 1 50
Books and Stationery, according to classes....	\$5 to 12 00

In order that estimates may be easily made, the following tables are given, showing necessary expenses in the Preparatory, Sub-Freshman, and Collegiate Departments for the scholastic year:

	PREPARATORY.	SUB-FRESHMAN.	COLLEGIATE.
Fees.....	\$ 4 00	\$ 4 00	\$ 4 00
Tuition.....	27 00	45 00	60 00
Board.....	90 00	90 00	90 00
Books, about.....	7 00	12 00	18 00
Laundry	9 00	9 00	9 00
Total for the year..	\$137 00	\$160 00	\$181 00

If a student belongs to the various student organizations, about \$5 more will be required, but the expense is voluntary, as no one is forced to unite with these organizations. In estimating school expenses the following fact should not be overlooked: Young men at home must spend money for clothing and incidentals; hence such things should not be considered a part of the *school* expenses, although they must be counted in calculating the amount that a student will require. No uniform is necessary, and economy in dress is encouraged.

The centrality and accessibility of the location make railroad expenses very moderate.

For a term of twelve weeks, *necessary* expenses may be reduced to \$48, and they should not exceed \$65, even when private board and collegiate courses are taken.

The school and boarding month is twenty-eight days, and the Term is twelve weeks, exclusive of opening and commencement week. The session is divided into three Terms.

Students taking irregular courses are charged tuition of higher course, if there are two or more studies therein.

Students may enter at any time, and are charged tuition from the beginning of the week in which they enter. Fees are due at the beginning of each Term, and no student may matriculate until they are paid. Tuition is payable at the beginning of each Term, but may be paid monthly.

No tuition is returned for absence during the last two weeks of any Term. Reductions may be made for two weeks' absence caused by sickness, or when good cause can be shown for withdrawal, if, in the latter case, ten days' notice is given, and the amount is not less than one month's tuition. These restrictions are made because students are expected to enter for a term, and the College is always ready to fulfill its part of the contract.

Board and room rent are payable monthly in advance,

and are not refunded if, after beginning a month, a student changes before the end of that month; but when he has withdrawn from the College three-fourths of the balance will be returned.

In the absence of a special agreement, students and boarding-house keepers must be guided in settlement by these regulations.

Free Tuition.—Children of itinerent preachers of the M. E. C. S. and young men preparing for the ministry of any evangelical church receive tuition free, but are expected to pay the regular fees and extras. To show that they are entitled to free tuition, all beneficiaries should present certificates from pastors or Quarterly Conferences.

TABOR HALL AND DORMITORIES.

As it is desirable that a student's fare be wholesome and abundant, yet inexpensive, and as these results can be secured only by boarding many together, the Trustees have wisely provided a dining-hall, known as Tabor Hall (named in honor of Rev. E. A. Tabor), in which two hundred persons may take their meals.

The first story of this handsome two-story brick is used for a dining-room, and the students have effected a thorough organization for the purpose of securing cheap but wholesome fare under the most favorable conditions.

The tables will be carefully managed and board furnished at cost, from \$6 to \$8 a month. Board, including fuel, has never cost more than \$9, and has been as low as \$6.70.

This is no ordinary boarding-house, but the fare and service are far superior to anything usually found at colleges.

The second story of Tabor Hall is divided into ten rooms, and on either side are double rows of brick dormitories containing sixteen rooms. Each room is 12x16, is well

lighted and ventilated, and opens upon a veranda by which all are connected.

These rooms and others in cottages on the campus are rented to students for from \$2.50 to \$3.50 a month, including electric lights. Two students may occupy one room and furnish it according to their taste. (Bedding and toilet articles may be brought from home.)

By this arrangement students are not crowded together in large buildings, but each room is practically separate from all others and yet near enough for convenience, and the cost of board, room, and furniture will vary according to the taste and ability of each student.

Furniture costs from \$6 to \$20 per room, and may usually be sold at a small discount when students leave. If furniture is unsold, it must be left with the Proctor, who will be allowed ten per cent for selling when furniture is not handled, and twenty per cent when it is stored. If the room is needed, the furniture must be removed and stored, and all furniture unsold at the end of the first month of each term may be sold at auction. This arrangement is necessary to prevent the accumulation of unsaleable rubbish.

A Proctor is appointed for the dormitories, and his duty is to protect the buildings and report to the President the condition of rooms. A damage deposit of \$2 is required of each occupant of a room, and this will be returned on presentation of the Proctor's certificate that the room is not damaged.

The occupant of a room at the close of a session may retain it for the next session by notifying the Proctor before Commencement Day; but if he is not present on Tuesday before the first day of the Fall Term, he must deposit one month's rent in advance to hold the room. Students who write in advance for rooms should forward \$2 as a guaranty, to be forfeited if the room is not taken. Before he is allowed to occupy a room, a student is expected to sign an

agreement specifying the terms of occupancy. Blanks will be furnished by the Proctor and the agreement must be approved by the President.

PRIVATE BOARD.

While students are usually expected to room on the campus and board at Tabor Hall, yet, by special agreement with the President, a limited number may board at such private houses as may be approved by the Faculty. Only thoroughly reliable and respectable houses are endorsed, and the Faculty reserve the right to withdraw students at any time, if their conduct or the management of the house prove unsatisfactory. Several good families furnish excellent board at \$8 to \$12 a month.

THE ADMISSION OF WOMEN.

While Hendrix College is intended primarily for young men, yet its doors are open to young women who prefer the course of study and training offered in a college for men.

No boarding house is provided for women, hence only such as may safely be allowed to board in private families will be admitted, and they should correspond with the President in order to secure suitable boarding places.

The admission of women is not a right, but a privilege, which may be forfeited at any time by unbecoming conduct.

LIBRARY AND READING ROOM.

G. L. BAHNER, SENIOR LIBRARIAN.

A large, well lighted room on the second floor is used exclusively for the Library and Reading Room. Under the care of three student Librarians the room is kept open

every day from 8 to 12 in the morning and from 1 to 5 in the afternoon.

Works of reference and current literature are kept in the Reading Room section of the Library and may be used in the room by all students, but may not be removed except on written request approved by the President.

Books in the Library proper may be consulted on the shelves or carried away only by holders of Library Pass-Books, which may be secured on the payment of the Term fees and the deposit of a dollar.

The Library, including the Y. M. C. A. Library generously donated by the people of Conway, now comprises about 5300 bound volumes and 4500 pamphlets and unbound reviews and magazines. They include fourteen cyclopedias and the most important works on theology, history biography, philosophy, politics, economics, education, criticism, poetry, and fiction. The collections on education, history, and political subjects are unusually fine, and afford excellent facilities for source study. Many rare books have been secured. By purchase and donation from 500 to 1000 books are added each year.

Nearly all standard works are on the shelves; but as interest in special subjects increases, a wider range of literature is necessary and many books not readily obtained at the book-stores become desirable. There are hundreds of books in private libraries that are of no special value to their owners, that would be exceedingly valuable to the College Library.

Friends are urged to contribute to the growth of the Library any kind of books, particularly the following:

1. Old and rare books on any subject.
2. Histories, especially local histories.
3. Public documents, local, state, and national.
4. Law, medical, and theological works.
5. General Literature.

6. Out-of-date school books.

7. Old catalogues, school reports, and minutes of religious and political bodies.

Many books regarded as utterly worthless are wanted, because they are necessary to the investigation of historical questions.

During the past year the following periodicals were kept on file: *S. M. Quarterly Review*, *North American Review*, *The Forum*, *The Arena*, *Homiletic Review*, *Educational Review*, *Review of Reviews*, *Current History*, *Missionary Review*, *S. S. Times*, *Literary Digest*, *Independent*, *Chautauquan*, *The Century*, *Leslie's Monthly*, *Munsey's*, *Scribner's*, *American Journal of Sociology*, *Political Science Quarterly*, *Municipal Affairs*, *Normal Instructor*, *New England Journal of Education*, *Southern School Journal*, *Teachers' Institute*, *Scientific American and Supplement and Building Edition*, *Atlantic Monthly*, *Cosmopolitan*, *Nature*, *Success*, *Gunton's*, *Nashville Christian Advocate*, *New York Christian Advocate*, *St. Louis Christian Advocate*, *Arkansas Methodist*, *Arkansas Baptist*, *Youth's Companion*, *Arkansas Daily Democrat*, *Arkansas Daily Gazette*, and a score of college journals, and many county newspapers. Others will be added as the fund increases and as other publishers contribute. After serving their purpose in the reading-room the most valuable periodicals are placed in the library.

LABORATORY AND MUSEUM.

The Laboratory and Museum together occupy three large and well lighted rooms. The physical laboratory is fitted with cases for the storage of apparatus, of which there is a considerable assortment, such as, a sonometer, set of Quincke's tubes, seven-in-one apparatus, vibrating plates, radiometer, hydrometers, thermometers—maximum

and minimum—, barometer, galvanometers, dynamos, motors, compound microscopes, Wheatstone's bridge, rheostats, and a great number of minor pieces of apparatus. In the study of Astronomy the telescope is used. This is a good instrument of three-inch aperture, with powers ranging from 60 to 400. The physical laboratory is also furnished with tables and desks and is used as the recitation room for all classes in science.

For use in the subjects of Physiology and Anatomy a number of fine plaster models are found in the laboratory, as follows: Heart, heart—lungs—trachea, eye, and ear. These models are constructed to show all the parts distinctly and are of invaluable aid to the student.

The laboratory also contains several fine anatomical charts and a skeleton.

The chemical laboratory communicates with the physical. This laboratory is completely equipped with a full stock of chemicals, glassware, balances, desks, constant water supply, and everything necessary for the acquirement of a thorough and practical knowledge of the subject. There is also a dark room in connection with the laboratory for use in photography, etc.

The museum is located on the second floor and is well furnished with cabinets, which contain the Zoological, Geological, and Mineralogical collections, all classified and well-fitted for instruction.

The Frank Parke Geological Cabinet, containing about a thousand mineral specimens, classified and consecutively numbered according to Dana's System of Mineralogy, will be found of great value to students of Mineralogy and Geology.

The Zoological cabinet is made up chiefly of reptiles, of which there is a considerable number, and the collection is being rapidly increased.

The purely geological specimens are chiefly palæontological.

During the summer of 1892 the Professor then in charge traveled in the Rocky Mountains, making collections. Special efforts are being made to secure collections illustrating the wonderful mineral resources, the flora, and fauna, of Arkansas. Friends throughout the State may render much aid by contributing specimens and natural curiosities of all kinds, and their interest and assistance are earnestly solicited to make ours a representative Arkansas collection.

For use of apparatus and materials, fees will be charged in the science classes, as follows:

Chemistry and Mineralogy, each, per term.....	\$3 00
Other Classes, each, per term.....	1 00

In addition to the above, every student in Chemistry is required to pay \$5 for a breakage ticket to cover the cost of all apparatus which he may break or damage. The unused portion of each ticket will be redeemed at the end of the year.

LITERARY SOCIETIES.

The Franklin and Harlan Societies have been thoroughly organized, are ably conducted by the students themselves, and afford excellent opportunities for social, literary, and forensic improvement; and, above all, they develop the student's powers of self-government and prepare him for the active, practical duties of life.

The faculty testify to the efficiency of these societies, and urge all students to become members.

In the Main Building each society has a large, comfortable hall, handsomely furnished. The members deserve great credit for their success in fitting up their halls so elegantly and comfortably.

THE STUDENT'S JOURNAL.

THE HENDRIX COLLEGE MIRROR is a thirty-two page monthly, edited by the students themselves. It contains editorials, local news, Y. M. C. A., religious and alumni notes, clippings from exchanges, literary articles by students, and educational and other articles by the Faculty. It is a "Mirror" of the College life, but its literary and educational features make it valuable even to persons in no way connected with the college.

Editor-in-Chief, W. N. Pittman.

Business Manager, B. P. Sisk.

Terms: One dollar a year in advance. A limited number of first-class advertisements will be taken. Rates given on application. All business letters should be addressed to the Business Manager, and other communications to the Editor-in-Chief.

For the purpose of increasing the subscription list of THE HENDRIX COLLEGE MIRROR, the following proposition is made: Every student who secures subscribers to the MIRROR at the regular price will receive from the Business Manager a certificate for tuition equal to fifty per cent of the subscriptions secured. If the solicitor is entitled to free tuition his certificate shall be for board to the amount of forty per cent of the subscriptions secured.

THE YOUNG MEN'S CHRISTIAN ASSOCIATION.

Among the factors for good, the Y. M. C. A. takes high rank. It is officered by the best men in the College, has monthly business meetings, and devotional meetings every Sabbath. Nearly all of the young men are members, and large numbers attend regularly. It is an association of young men for moral and spiritual improvement; its religious services are characterized by deep spirituality, and its

members are the most active Christian workers. A large, well furnished room in the Main Building is used by the Association. At the beginning of each Term, a committee meets all trains to receive new students, and a reception is held in the Association Hall to welcome them and bring them at once into cordial relations with the best elements of college life. The president for 1899-1900 is W. N. Pittman.

THE GYMNASIUM AND ATHLETICS.

The Gymnasium is a large, well-ventilated basement room, supplied with dumb-bells, Indian clubs, parallel and horizontal bars, etc. If possible, classes will be formed for drills in calisthenics and systematic gymnastics. No charge for tuition is made, hence all students are advised to join the classes and by regular exercise preserve good health and strengthen the body. With reasonable care and exercise a student should improve in health during his stay in college. As it is now generally conceded that the highest scholarship and greatest usefulness are almost impossible without vigorous health, the value of a good gymnasium is evident.

The bath-room in the basement may be used by any student on payment of \$1 a term, or \$2.50 for the year.

A large lot near the campus has been graded and arranged for an Athletic Field. Here, under the careful supervision of the College Athletic Association, outdoor sports will afford invigorating pastime, freed from vitiaing influences.

A tennis club has been organized. Courts have been prepared near the Main Building, and many pleasant evenings are spent on them at this most delightful game. The club will be continued. Membership fee, \$1.

Many of the students and several of the Professors own

bicycles, and make runs about town and country when the weather is favorable.

Hereafter, if students show sufficient interest in athletics and make reasonable preparation for an exhibition of running, jumping, and other events, the afternoons of the first and third Declamation Days will be devoted to field sports. It is probable that several prizes will be offered.

MILITARY COMPANY.

For four years a military company was kept up. The members acquired a high degree of proficiency in the manual of arms and evolutions, considering the fact that they drilled but twice a week. The company will be re-organized this year, it is hoped, with still more of the students in it. There is no compulsion to join, yet all who can are urged to do so, and a credit of one may be allowed on elective work for tactics and drill.

LECTURES.

During the session of 1898-9 lectures or addresses were delivered by Rev. Y. J. Allen, D. D., Bishop E. R. Hendrix, D. D., Rev. A. P. Parker, D. D., Bishop C. B. Galloway, D. D., and Hon. E. E. Bryant.

Professional lecturers and men distinguished in the various professions are from time to time invited to lecture before the students. Special lectures are also delivered by different members of the Faculty. Admission is usually free.

LECTURES FOR ACADEMIES AND LITERARY CLUBS.

While the College does not offer regular "university extension" courses, yet academies or literary clubs desiring

lectures on subjects related to any course offered in the catalogue, may usually arrange with the Professor in charge of a course to deliver a lecture or series of lectures on his special subjects. In order to secure lectures application should be made early, since the Professors can leave the College only on convenient occasions, and must have ample time to arrange the dates.

SCHOLARSHIPS FOR INSTRUCTORS.

In order to aid worthy students who expect to become teachers, the Faculty will each year appoint advanced students as instructors in English, History, Latin, Mathematics, and Chemistry. Each instructor is required to teach, under the direction of the President and the Professor in charge of the Department, one of the lower classes and receives as compensation his tuition and room rent, but is expected to pay for fees and light. Graduates or advanced students from reputable schools may be appointed. In their applications, which should be made before April 1, candidates for instructorships should state their educational qualifications and experience, and give references to former teachers. Full information will facilitate selection. Appointments will be made about May 1. The tuition and room are the least valuable part of the compensation, since the experience in teaching and the connection with the College should prove highly valuable to the student who is preparing to teach.

APPOINTMENT OF LIBRARIANS AND OTHERS.

The Proctor, three Librarians, and three Janitors receive compensation in tuition. These positions are given to students already in the College, who have demonstrated their ability and worth. Young men who have never been

students of Hendrix College need not apply, but must enter the College and prove their fitness.

By the help of these and other positions many of the best students are working their way through college.

LIBERAL OFFER FOR BEST EXAMINATIONS.

The student, who, at the regular college entrance examination, makes the highest average on English, Mathematics, and History, shall receive free tuition for two years; provided, that at least five stand the examination. If ten stand, the second best shall receive one year's tuition, and other prizes may be given when the number of successful applicants is large. Additional prizes of a year's tuition each for the best examination in Latin and Greek shall be given to applicants who stand highest on those subjects; provided, that the students pass on the first three subjects. Thus it is possible for a student to secure free tuition for a full college course.

LIBRARIES FOR ACADEMIES.

A school library worth \$50 will be given to that school which sends the largest number (not less than two) of paying students who enter Freshman class. Books worth \$25 will be given to the school whose students make the highest average grade on entrance examination at the College.

SCHOLARSHIPS FOR STUDENTS.

In each academy and high school the student, who, during a scholastic year, stands highest in his classes, will receive free tuition for one year on presentation of the principal's scholarship certificate. These scholarships are not transferable, but may be extended from year to year, if the holders are delayed in using them.

PRIZES.

Prizes for excellence in speaking, writing, and scholarship have been offered by friends of the College. The conditions of the contests are not published, but are announced to the students. The prizes are as follows, and for 1898 were awarded as indicated below. The awards for 1899 were not made when the catalogue was printed.

1. The Arkansas Methodist Oration Prize, for best original oration, to S. C. Reynolds.

2. The H. L. Remmel Essay Prize, for best essay by a College student, offered by Hon. H. L. Remmel, to J. P. Steele.

3. The A. S. McKennon Scholarship Prize, for general scholarship in College classes, offered by Hon. A. S. McKennon, Clarksville, to G. Murphy.

4. The MIRROR Literary Prize, for best literary article in the HENDRIX COLLEGE MIRROR, to M. Greeson.

5. The T. H. Ware Mathematical Prize, for the best work in Freshman and Sophomore Mathematics, offered by Rev. T. H. Ware, to C. N. Clark.

6. The Preparatory Essay Prize, for best essay by a Preparatory student, to J. E. Lark.

7. The Preparatory Scholarship Prize, for best general scholarship among Preparatory students, to E. E. Lafferty.

8. Inter-Society Oratorical Prize, entitling the winner to contest for the State Inter-Collegiate Oration Prize, to F. C. Cannon.

LOCATION.

Conway is a thriving town of 1750 inhabitants, and is situated on the Little Rock and Fort Smith railroad, thirty miles from Little Rock. It is only seven miles from the geographical center of the State, and fifteen miles from the point where the three patronizing Conferences corner.

Being one mile south of a range of the Ozark Mountains,

on the edge of a high, rolling prairie, in an open grove of magnificent oaks, it is, by nature, one of the most beautiful and healthful towns in the State. It is seven miles from the Arkansas River, and there are neither swamps nor sluggish streams for many miles around. The surface slopes sufficiently for good drainage; and, since the soil is full of sand and gravel, and is underlaid with slate, standing water is unknown.

Being south of the mountains, Conway is subject neither to rigorous winters nor sudden climatic changes, so injurious to delicate constitutions, and yet its altitude precludes malarial influences and the fresh prairie breezes prevent the debilitating effects resulting from heat in places less favorably situated, though in higher altitudes.

The moral and religious influences are good. By special act of the Legislature the sale of intoxicants is prohibited within a radius of ten miles. There are five church houses, Southern Methodist, Baptist, Presbyterian, Lutheran, and Roman Catholic, and several other denominations have small organizations. A good public school, with an enrollment of over three hundred, affords excellent opportunities for primary education.

The liberal donation of \$55,000 to secure the location of Hendrix, and of \$30,000 to secure the Baptist Female College, now completed and in successful operation, show the real spirit of Conway's citizens, and indicate their appreciation of higher education and their determination to secure its benefits. Thus the people are thoroughly identified with the College, and will give a hearty welcome to all who come among them in the same spirit. During the last nine years many substantial improvements have been made, clearly proving that Conway is fast becoming an ideal college town. After nine years' observation, Trustees, Faculty, and students are highly pleased with the new location.

THE CAMPUS AND COLLEGE BUILDINGS.

The campus, comprising thirty acres, is in the northern part of the town, about three-fourths of a mile from the depot. The railway, running north and south, cuts off a narrow strip on the west. This will be beautified and used as a park. Through the middle of the larger portion extends a beautiful, gently sloping ridge, the highest ground in the town. All principal buildings are on this ridge and front toward the railroad, which is about one hundred yards away. On the south end of the campus the Main Building has been erected at a cost of \$30,000, and is a handsome, substantial, three-story brick, 124x96 feet, containing chapel, recitation rooms, library, laboratory, and Y. M. C. A., and society halls. Tabor Hall is a fine two-story brick, 38x78, situated on the north end of the campus, and intended for a dining hall and dormitory. Its cost was about \$7,000. On either side of Tabor Hall are brick dormitories, and between it and the main building is the President's house. Several frame cottages were on the campus when it was selected. They have been moved together and improved, and now afford pleasant rooms for students.

The campus has been graded and sodded, walks and drives have been laid off, and a great variety of shrubs and shade trees have been planted. Naturally beautiful, the campus will be, when fully improved, a spot of unusual attractiveness.

A commodious bath-room has been fitted up in the basement, and is supplied with hot and cold water and all conveniences.

An electric light plant in the town furnishes light in the college and all the dormitories.

A telephone exchange promotes local convenience and gives connections with the principal places in the State.

COLLEGE LANDS.

Just north of the campus is a splendid tract of fifty acres, owned by the Trustees. This has been laid off in town lots with wide streets and alleys, and will be sold for the benefit of the College. Several desirable lots will be given to persons who will immediately build good houses, and all will be sold on favorable terms. Persons who wish to locate near the College will find these lots convenient and pleasantly situated. The agent, Rev. F. S. H. Johnston, will answer all questions concerning this property.

TO TEACHERS.

The normal course, the thorough instruction, the association with mature students, and the moderate expense offer many attractions to teachers. Over three hundred teachers have been in attendance during the past nine years, and many are now filling responsible places.

Special efforts are made to secure good positions for worthy teachers. School authorities may apply to the President for teachers in the full assurance that only the competent will be recommended.

TO NEW STUDENTS.

Bring certificates of character from your last teachers and your pastors. At the opening of the Fall Term, a committee, wearing the College colors, black and orange, will receive all new students as they arrive at the depot. Within twenty-four hours after arrival, report to the President and matriculate, and make no arrangements for board or room without consulting him. Failure to observe these requirements may prevent your admission.

TO PARENTS.

Notify the President before you send your sons, and give him full information about their advancement and habits. Provide them only with so much money as is necessary for tuition, fees, books, one month's board and a small amount for incidentals, and require them to render regular itemized statements of expenditures. *A liberal allowance without accountability will ruin the average boy.* If the progress of your sons is not satisfactory, communicate freely with the President, and when you wish to withdraw them, notify him by a personal letter.

TIME OF OPENING.

The next Term begins on Wednesday, September 27, 1899. Students expecting to attend should be here promptly to secure good boarding places, and to start at the beginning with their classes. The delay of even a few days may seriously interfere with the year's work. All should try to spend the full year at College, if possible, although students coming in at the beginning of the second or third Term usually find no great difficulty in entering classes, as new subjects are taken up and new classes formed.

THE CHOICE OF A COLLEGE.

While parents and students are influenced in their choice of a college by various motives, there are certain leading considerations which should never be ignored. They are, in the order of their importance:

1. The moral and religious character of the Faculty and students, and of the community.
2. The fulness and thoroughness of the curriculum, the experience and culture of the Faculty, and their competency to do the work required.

3. The healthfulness and the accessibility of the location.

4. The probability of future commercial, political, and ecclesiastical association with fellow students.

5. The expense of tuition, board, and incidentals.

It is claimed with confidence that in every one of these points Hendrix College is the equal of any other College in the State, and that no other institution combines, in such a high degree, these essentials. Comparison of catalogues and records is invited.

For fuller information, address

PRESIDENT A. C. MILLAR.

CONWAY, ARK.

REGISTER OF STUDENTS FOR 1898-9.

{When no State is mentioned it is understood that the residence given is
a County in Arkansas.)

SENIOR CLASS.

NAME.	COURSE.	COUNTY.
Cannon, Fletcher Calhoun, Thesis: Social Development.	A. B.	Sevier
Florence, Obadiah Oscar, Thesis: History of Astronomy.	Ph. B.	Logan
Fraser, John Garner, Thesis: Economic Functions of Government.	Ph. B.	Van Buren
Gantt, Nicholas Jourdan, Faculty Representative, Thesis: Suffrage in American Commonwealths.	A. B.	Columbia
Hammons, Jacob Daniel, Thesis: Criminal Reform.	Ph. B.	White.
Howard, George, Thesis: Evidences of Organic Evolution.	Ph. B.	Conway
Howell, Lee Dismukes, Thesis: The College Curriculum.	A. B.	Lafayette
Hutchinson, Forney, Class Representative, Oration: The Religious Revolution of the Sixteenth Century.	A. B.	Howard
Leigh, Pearl Elwin, Thesis: Woman in Her Enlarged Sphere.	Ph. B.	Faulkner
Prince, Anna Hoss, Thesis: The Jew in Literature.	Ph. B.	Faulkner
Steele, John Peay, Thesis: Genesis of The American Union.	Ph. B.	Nevada

STUDENTS BELOW SENIOR CLASS.

(No attempt is made to classify, as the Elective System permits considerable irregularity in the arrangement of classes.)

Anderson, S.....	Sebastian
Aycock, J. M.....	Conway
Bahner, G. L.....	Greene
Benedict, B. C.....	Faulkner
Blankenship, A. P.....	Faulkner
Bond, J. L.....	Jefferson
Brady, J. C.....	Lawrence
Bullion, K. W.....	Faulkner
Cannon, N. E.....	Sevier
Carter, C. B.....	Franklin
Cazort, W. S.....	Johnson
Chambers, J. E.....	Yell
Chelgrene, M.....	Faulkner
Clark, C. N.....	Thayer, Mo.
Cole, J. H.....	Franklin
Cook, T. R.....	Lonoke
Cooper, W. H.....	Hot Spring
Cotton, M. L.....	Franklin
Cox, J. B.....	Faulkner
Crook, E.....	Ashley
Croom, M. M.....	Yell
Croom, W. H.....	Yell
Crow, A.....	Faulkner
Cummings, C. E.....	Logan
Cummings, J. R.....	Logan

Curtis, A. C.....	Lonoke
Darby, H. J.....	Johnson
Dougan, B. C.....	Faulkner
Duke, C. C.	Faulkner
Easterwood, S. E.....	Faulkner
England, E. H.....	Faulkner
Erbach, H.....	Faulkner
Eudaly, A. C.....	Lawrence
George, A. S.....	Faulkner
Greeson, J. B.....	Faulkner
Greeson, M.....	Faulkner
Greeson, P. H.....	Faulkner
Griffin, J. H.....	Independence
Hagins, J. A.....	Lincoln
Hare, T. S.....	Cross
Hartley, M. L.....	Faulkner
Harvey, O. B.....	Jefferson
Haskew, J. W.....	Drew
Hogan, T. R.....	Faulkner
Holcombe, J. N.....	Conway
Holcombe, M. W.....	Conway
Hollabaugh, C. B.....	Searcy
Hollabaugh, C. M.....	Searcy
Holland, R. M.....	Drew
Holman, L. C.....	Little River
Holmes, F. B.....	Perry
Hudson, A. B.....	Prairie
Hughes, S. T.....	Lee
Hurt, T. T.....	Prairie

Hutchins, A. L.....	Pulaski
Jackson, A. W.....	Greene
James, J. M.....	Woodruff
Johnson, E. O.....	Desha
Kerr, J. M.....	Monroe
Kirkpatrick, R. L.....	Randolph
Lackey, G. W.....	Baxter
Lafferty, E. E.....	Clark
Lafferty, J. Y.....	Clark
Leigh, C. E.....	Faulkner
Leigh, I. L.....	Faulkner
Macon, M.....	Pulaski
Maryman, C. N.....	Lafayette
Maryman, T. W.....	Lafayette
Mason, E.....	Clark
Matthews, W. H.....	Union
May, J. D.....	Cleveland
McCann, W. L.....	Potosi, Mo.
McConnell, J. E.....	Franklin
McKennon, P. D.....	Johnson
McKenzie, H. B... ..	Nevada
McKie, W. H.....	Woodruff
McKinnon, N.....	Howard
McPherson, A.....	Faulkner
Menard, L. K.....	Arkansas
Mock, R. L.....	Washington
Moose, W. L., Jr.....	Conway
Murphy, N. V.....	Faulkner
Nance, H. L.....	Sebastian

Nelson, C. D.....	Faulkner
Nelson, C. H.....	Faulkner
Nelson, S. A.....	Faulkner
Oliphant, S. D.....	Monroe
Oliver, W. L.....	White
Park, C. E.....	Sevier
Pierce, E. R.....	Yell
Pittman, W. N.....	Garland
Pugh, J. D.....	Ashley
Pyle, A. B.....	Faulkner
Reed, J. A.....	Conway
Reynolds, A. P.....	Union
Reynolds, J. I.....	Faulkner
Reynolds, S. C.....	Faulkner
Ridling, L. J.....	Nevada
Robins, R. W.....	Faulkner
Rogers, C. E.....	Johnson
Rooks, J. W.....	Poinsett
Scanlan, A. E.....	Van Buren
Scisson, B.....	Yell
See, W. G.....	Lonoke
Sherman, W.....	Yell
Sisk, B. P.....	White
Sisk, M. T.....	White
Smith, H.....	Washington
Snapp, W. L.....	Woodruff
Snodgrass, A. H.....	Pulaski
Steel, W.....	Sevier
Stephens, A. J.....	Van Buren

Stevenson, J. E.....	Sebastian
Summers, T. O.....	Faulkner
Tanner, T. T.....	Ashley
Townsend, M. E.....	Faulkner
Vance, H. M.....	Boone
Wasson, T. F.....	Washington
Weaver, S. A.....	Pope
Whaley, N. M.....	Nevada
Whiddon, H. T.....	Faulkner
Williams, W. S.....	Johnson
Williamson, J. A.....	Sebastian
Wilson, C. F.....	Woodruff
Wise, A. H.....	Ouachita
Witt, J. L.....	Faulkner
Witt, W. U.....	Faulkner
Woolfolk, J. J.....	Arkansas
Woolfolk, R. H.....	Arkansas
Wynn, R. D.....	Cleveland
Wynn, S. J T.....	Drew

SUMMARY.

COUNTIES	NO. OF STUDENTS	COUNTIES	NO. OF STUDENTS
Arkansas	3	Lawrence	2
Ashley	3	Lee	1
Baxter	1	Lincoln	1
Boone	1	Little River	1
Clark	3	Logan	3
Cleveland	2	Lonoke	3
Columbia	1	Monroe	2
Conway	6	Nevada	4
Cross	1	Ouachita	1
Desha	1	Poinsett	1
Drew	3	Rope	1
Faulkner (non-resident)	9	Prairie	2
Faulkner (local)	26	Pulaski	3
Franklin	4	Randolph	1
Garland	1	Searcy	2
Greene	2	Sebastian	4
Hot Spring	1	Sevier	4
Howard	2	Union	2
Independence	1	Van Buren	3
Jefferson	2	Washington	3
Johnson	5	White	4
Lafayette	3	Woodruff	4

STATES.	NO. OF STUDENTS
Arkansas.....	140
Missouri.....	2
Total.....	142

Local, 26; non-resident, 116. Males, 126, females, 16. Preparing for the ministry, 23. Teachers, 82.

[NOTE—A report of smallpox in Conway the day before the opening drove several students away and prevented others from entering. In view of this fact the enrollment is very satisfactory.]

TITLED GRADUATES.

(Of Central Collegiate Institute.)

- 1883: MISS ALICE MAHAN (Knight), M. E. L. Mena, Ark
 MISS JENNIE MONTGOMERY (Raynor), M. E. L. Lamar, Ark
 MISS LUCY RAGAN (Basham), M. E. L. Clarksville, Ark
- 1884: MISS LYDIA E. BURROW (Steel), M. E. L. (deceased) ... Richmond, Ark
 MISS EVA M. OLIVER, M. E. L. Altus, Ark
 MISS CARRIE M. HOWELL, M. E. L. Altus, Ark
- 1885: MISS MINNIE B. NICHOLS (Laser), M. E. L. Clarksville, Ark
 MISS J. IDELLA DANIELS (Hall), M. E. L. Paris, Ark
 MISS LIZZIE A. BURROW (Johnston), A. M. (deceased) ... Ozark, Ark
 MISS KATIE E. ATKINS (Hill), A. M. Altus, Ark
 MISS SALLIE B. ATKINS, A. M. San Marcos, Texas
- 1887: J. M. HAWLEY, A. B. Presiding Elder Hot Springs District
 L. H. BURROW, A. B. Teacher and Member of Arkansas Legislature
 MISS BELLE EAST, M. E. L. Okolona, Ark
 MISS LUELLA A. MILLER, M. E. L. Arkadelphia, Ark
 MISS ALLENE A. MITCHELL, M. E. L. Chapel Hill, Ark
- 1889: W. F. HAYS, A. B. Attorney-at-law, Texas
 F. W. MILLER, A. B. Principal Arkadelphia High School

(Of Hendrix College.)

- 1890: M. HARWOOD (Reynolds), Ph. B. Conway, Ark
 L. ROBINS (Goddard), Ph. B. Ft. Smith, Ark
- 1891: A. DUNCAN (Durham), Ph. B. Plumerville, Ark
 G. C. MILLAR, A. B. Professor in Hendrix College
- 1893: C. T. COTHAM, A. B. Principal of Monticello High School
 O. E. GODDARD, Lit. B. Member of Arkansas Conference
 J. W. HOUSE, Ph. B. Member of Arkansas Conference
 T. O. OWEN, A. B. Member of Little Rock Conference
 J. H. REYNOLDS, A. B. Professor in Hendrix College
 C. B. RIGGIN, A. B. Attorney, Junction City, Ark
 W. B. SANDERS, A. B. Business, Pine Bluff, Ark
- 1894: J. W. CLINE, A. B. Missionary to China
 B. EDMONSON (Cline), Lit. B. Missionary to China
 J. H. McCULLOCH, Ph. B. Professor in Monticello High School
 J. McKIOW, Ph. B. Principal of Manor (Texas) High School
 J. F. TOWNSEND, A. B. Teacher, Benton, Ark
 J. S. WILLBANKS, Lit. B. Member of Troy Conference

- 1895: J. M. HUGHEY, A. B.....Principal of Orchard Hendrix Academy
 S. J. HUNT, A. B.....Attorney, Pine Bluff, Ark
 S. McCULLOCH (Twitty), Ph. B.....Teacher in Yellville Institute
 M. McKINNON, A. B.....Teacher in Marvin Collegiate Institute
 M. E. VAUGHTER, Lit. B.....Teacher in Conway School
- 1896: T. E. HELM, A. B.....Attorney, Little Rock, Ark
 W. T. MARTIN, Lit. B.....Principal of Wing High School
 S. McCULLOCH (Twitty), Ph. M.....Teacher in Yellville Institute
 J. McCULLOCH, A. B.....Principal of Clarendon High School
 W. E. SIMPSON, A. B.....Principal of Harrisburg High School
- 1897: H. H. BARGER, A. B.....Principal of Hartman High School
 O. L. DUNAWAY, Ph. B.....Student in Peabody Normal
 J. J. GALLOWAY, A. B.....Member of Arkansas Conference
 W. B. HAYS, A. B.....Member of White River Conference
 W. E. HOGAN, A. B.....Principal of Imboden Hendrix Academy
 A. E. HOLLOWAY, Ph. B.....Presiding Elder Batesville District
 M. HOUSE, A. B.....Conway, Ark
 S. McKINNON, Ph. B.....Nashville, Ark
- 1898: W. T. BLOUNT, Ph. B.....Principal of Fordyce High School
 W. R. GANTT, Ph. B.....Business, Magnolia, Ark
 C. G. HUGHES, A. B.....Business, Centre Point, Ark
 H. B. McKENZIE, A. B.,.....Principal of Horatio High School
 S. McKINNON, A. B.....Nashville, Ark
 T. D. WYNN, Lit. B.....Principal of Dermott School

HONORARY DEGREES.

- 1889: REV. J. W. BOSWELL, D. D. Assistant Editor "Christian Advocate"
 REV. J. H. RIGGIN, D. D.....Member of Little Rock Conference

ALUMNI ASSOCIATION.

ORGANIZATION OF 1898-99.

President,.....	W. T. Blount, '98.
Vice-President,.....	O. E. Goddard, '93.
Secretary,.....	C. G. Hughes, '98.
Treasurer,.....	M. E. Vaughtner, '95.
MIRROR Editor,.....	W. R. Gantt, '98.

ALUMNI PROGRAM.

MONDAY, JUNE 12, 1899, 8:30 p. m.

Address,.....	S. J. Hunt, '95.
Poem,....	W. E. Hogan, '97.
Essay,.....	T. D. Wynn, '98.
Senior Prophecy,.....	A Junior, 1900.
Alumni History,.....	W. E. Simpson, '96.

All graduates are urged to attend the meetings of the Alumni Association, which are held at 3 P. M. on Tuesday of Commencement week.

Every member is requested at the beginning of each session to furnish the MIRROR Editor with data for Personal Notes, so that the Association may be fully informed concerning the fortunes of all its members.

The President of the College will appreciate communications that will enable him properly to revise the addresses and occupations of graduates for the catalogue.

COMMERCIAL DEPARTMENT.

ELISHA MASON, PRINCIPAL.

In this busy age a business education is almost indispensable, but it is best that it be secured in the atmosphere of the genuine college so that the student may come in contact with those who are giving and receiving a liberal education, in order that his outlook may be enlarged and his life be made richer.

Hendrix College now offers all the advantages of the first-class business college, together with the Library, the Literary Societies, the moderate expenses, and the fine moral and intellectual influences of the literary college.

A large, well lighted and ventilated room on the first floor of the Main Building has been fitted up with all the fixtures and the most improved apparatus for teaching the commercial branches.

Book-Keeping.—The complete business course includes spelling, commercial arithmetic, business writing, correspondence, commercial paper, commercial calculations, commercial law, commission, business practice, banking, and book-keeping. Tuition, \$40, is payable on entering, which gives the student the privilege of attending regularly until he completes his course. Books and stationery necessary to complete the course \$12.

Shorthand.—This course includes shorthand, type-writing, English course, and letter writing.

Tuition, \$40, is payable on entering, which gives the student the privilege of attending until he finishes the course. Books and stationery necessary to complete the course \$8.

The two courses with books and stationery, \$90.

The time required to complete either course depends upon the ability, industry, and previous education of the student. It usually requires from three to six months.

Diplomas signed by the President and the Principal are granted to those who meet the rigid requirements, involving both principles and practice.

As board may be had in Tabor Hall or in private families at \$8 to \$10 a month and tuition is moderate, the cost of a commercial education is reduced to a minimum.

Commercial students are expected to pay the matriculation fee of \$1, required of all students, but they are exempt from the payment of Term fees, unless they wish to use the Library and Reading Room.

Part of the work may be done in the Commercial Department and part in the College, and the charges will be graduated according to the work done in each.

Fuller particulars of courses and expenses are given in a separate circular.

For the circular, or for fuller information on any point, address the President or the Principal.

THE PREPARATORY DEPARTMENT.

Hendrix College is in hearty sympathy with all efforts to build up good high schools and academies, but, while so few schools in the state prepare students fully for college, a Preparatory Department at the College is a necessity.

In this Department young students are thoroughly prepared for the College, and older students whose course of study has been irregular, or whose early education has been neglected, find opportunities for making up past deficiencies, so that they may pursue the collegiate studies to greatest advantage.

No Professor is specially provided for this department, but each college Professor, assisted by an Instructor, teaches such subjects as naturally lie below his higher classes. Thus two important results are secured: (1) Preparatory classes receive instruction from men who are specialists in their respective departments, and who are able to give to these classes the best methods and the latest and most thorough knowledge of the studies pursued, and hence can best prepare students to enter advanced classes; (2) the Professors become acquainted with each student on entering, and thus are better qualified to direct his future course, and to aid and sympathize with him in his whole college career.

As we cannot assume the care of very young

boys who are away from their parents, all non-resident students must be at least fifteen years old, and should be sufficiently developed in character to respond to a rational system of government.

Preparatory students under twenty-one years of age are placed under stricter discipline than are older and more advanced students, but the Faculty are unwilling to become responsible for mere boys whose parents and teachers have failed in their efforts at home and in elementary school.

The instruction is simple, but thorough, and fitting students for college is the special object of this Department. At the same time students who do not contemplate a collegiate course can find no better education.

The course outlined below is intended for mature students, who can finish in two years the work that is done in a high school in three or four years. Young students, unless they are reasonably apt and diligent, will probably fail to complete the course in two years, but by taking fewer studies may finish in three years. Parents who send young boys should bear these facts in mind when their sons seem to do unsatisfactory work.

COURSES OF STUDY.

PREPARATORY YEAR.

English Grammar is studied throughout the year. A knowledge of Elementary Grammar is a prerequisite.

History of the United States is studied daily throughout the First and Second Terms.

Civil Government takes the place of History for the Third Term.

Arithmetic. A class is organized each Term for students who are deficient in Arithmetic.

Algebra. Elementary Algebra is pursued daily through the First and Second Terms, and Higher Algebra through the Third Term.

Latin is begun, and a Beginner's Book is used during the First and Second Terms daily. During the Third Term easy narrative and selections from Caesar are studied.

Sub-Divisions of the Public Lands. A class is usually organized at some convenient time for teachers who are preparing for public examinations.

SUB-FRESHMAN CLASS.

English Grammar is reviewed by the use of some advanced work during the First Term. For the rest of the year Elementary Composition and Rhetoric together with American and English classics are pursued.

History. First term, three times a week, Greek History; Second and Third Terms, Roman History.

Higher Algebra is continued through the Second and Third Terms.

Plane Geometry is begun in the Second Term and continued through the Third.

Latin. Caesar, First Term; Cicero, Second Term; Vergil, Third Term.

Greek is begun. A First Book is used through the larger part of the year. Xenophon's *Anabasis* is begun in the Third Term.

Science. Elementary Physics, First Term; Elementary Physiology, Second Term; Physical Geography, Third Term.

Fuller statements may be found in connection with the College Courses.

For further information address

PRESIDENT A. C. MILLAR.

AFFILIATED ACADEMIES.

It has long been conceded that preparatory work can be done most successfully in schools organized and maintained for that purpose alone. Consequently the Trustees of Hendrix College wisely provided in their Constitution that separate academies under College control might be established. In order to insure their permanency and efficiency the following provisions were adopted:

The academy property must belong to the College Trustees. The Principal must be nominated by the President and confirmed by the Trustees. A local Board confirms the Principal's nominations of assistant teachers and exercises advisory control. Patronizing territory embracing from two to five counties is secured to each academy and within this territory the College and the academy are pledged to co-operate in the largest measure. The College President visits each academy and the Principal is an advisory member of the College Faculty. Students may be fully prepared in an academy for Freshman or Sophomore class in the best colleges and universities, and are permitted to enter the Hendrix College classes on certificate without examination.

By these provisions the interests of the College and the academies and the several communities are closely united, and they may readily co-operate for mutual up-building.

It is intended that these academies shall have such equipment and be so managed that they will be far superior to ordinary high schools, and thus will not interfere with the local interests of any community.

While the Trustees are not pushing academies upon any people, yet they will cheerfully entertain propositions from ten or twelve healthful, well located towns in Arkansas, if in each at least ten acres of land and \$10,000 in money for buildings and equipment are offered.

The first town to secure a Hendrix Academy is Orchard, in Benton County.

Partial arrangements have been made to establish academies at Imboden, Mena, and Magazine. As buildings, equipment, and courses of study are substantially the same for all, they will be described below and points of difference will be mentioned in the proper place.

BUILDINGS. The Main Building is a very handsome and substantial two-story brick, containing a large, well-lighted and ventilated study hall capable of seating 200 students at single desks; and four recitation rooms and an office, besides numerous alcoves and wardrobes.

The Principal's House is a two-story frame, containing fourteen (or eighteen) large rooms. It is well built and furnished, and is intended for the Principal and family and for younger students.

All these buildings are planned to secure the very best results in secondary school work.

A living well and a cistern furnish an abundance of pure water.

EQUIPMENT. The school building is furnished with the best of desks and seats. Apparatus costing about \$300 is provided for use in teaching Elementary Physics, Physiology, and Physical Geography. The Library will contain over 1000 new books selected with special reference to the needs of a secondary school.

THE COURSE OF STUDY begins with the higher common school branches, and embraces all subjects required for admission to the Sophomore Class of Hendrix College, namely: English Grammar, Rhetoric, and Literature; Latin Grammar, Cæsar, Cicero, Vergil, and Livy; Greek Grammar, Xenophon, Homer, and Herodotus; History of the United States, and of Greece and Rome; Civil Government; Arithmetic, Elementary and Higher Algebra, Plane and Solid Geometry, Plane and Spherical Trigonometry; Physics, Physiology, Physical Geography; French, German; and, in addition, Elocution, Music, and Bookkeeping.

PURPOSE: It is intended that the school shall be a place where boys between twelve and eighteen years old may find the best mental and moral discipline and surroundings in preparing for college.

While the Academy is intended primarily for boys, yet girls are admitted on equal terms.

ORCHARD HENDRIX ACADEMY.

HISTORY. In the fall of 1897 the authorities of the Kansas City, Pittsburg and Gulf Railroad, through their Land Commissioner, Mr. F. A. Hornbeck, and their General Townsite Agent, Mr. G. M. Craig, offered a ten-acre campus and the proceeds of the sale of one hundred lots in Orchard (railroad station Gentry), Ark., to Hendrix College, if the people of the town would buy the lots. The land was speedily sold for \$10,000, and the money was spent in the erection and equipment of the necessary buildings.

While it is true that the Railroad Company is interested in the lands and in the development of its territory, still its officers deserve great credit for the foresight and liberality of their method, and it is hoped that the prosperity of the school may amply justify their investment.

LOCATION. Orchard is a thriving town of five hundred inhabitants, situated on a plateau of the Ozark Mountains, at an elevation of nearly 1400 feet above the sea level. It is the highest point on the railroad between Kansas City and the Arkansas River, and has an excellent reputation for healthfulness. It is in the western part of Benton County, Arkansas, in the heart of the finest fruit country on the continent, and although still a young town is one of the largest shipping points for fruit in

Northwest Arkansas. The Railroad Company has planted nearly 2000 acres in apples just outside the town, and expects to make its orchard the largest in the world. The country is rapidly settling up with a thrifty class of farmers who easily make a living on a ten or twenty acre fruit farm.

CAMPUS. About one mile east of the business block, on a beautiful elevation overlooking the town and in full view of the Railroad, is the fifteen-acre campus. One-third is covered with a fine native growth of trees, and the rest is a bearing apple orchard, which will be preserved for the benefit of the Principal.

FACULTY. Rev. J. M. Hughey, A. B. (Hendrix, 1895), A. M. (Vanderbilt, 1898), is Principal. In addition to his thorough collegiate and university training, he has had much experience in the public schools, and was for two years associate principal of the Hinemon University School at Monticello before he took charge of the Academy a year ago. He has also been an instructor in two County Normals. He has three competent assistants.

OPENING. The Fall Term will begin Wednesday, August 23, 1899.

EXPENSES. Tuition and fees cost from \$27 to \$42 a session of forty weeks. Board in the Principal's Home will cost \$11 a month, and in private

families may be had for \$7. Other expenses are very reasonable.

SUCCESS. The first session was remarkably successful. Although there was no Primary Department, eighty-four students were enrolled, of whom twenty-four were boarders. The work was excellent, the discipline firm, and the health unusually fine.

INFORMATION. A circular giving fuller information may be had by writing to Principal J. M. Hughey, Orchard, Ark.

For information concerning real estate and business openings, address C. C. Lale, Orchard, Ark.

IMBODEN HENDRIX ACADEMY;

HISTORY. In the spring of 1898 Rev. W. M. Wilson suggested to the people of Imboden the possibility of securing one of the Hendrix academies. The town was visited by representatives of the College and after mature deliberation plans were formed to secure property and raise funds for buildings and equipment. Capt. W. C. Sloan generously proposed to donate the campus and town lots to be sold for the purpose of providing the funds. The people of Imboden and their friends took the lots and became responsible for the \$10,000 necessary to secure the Academy. Although they received lands for their money, the people seemed to be actuated not by the spirit of speculation, but by a sincere desire to enrich the higher life of the community.

LOCATION. Imboden is a prosperous town of five hundred people situated on the hills overlooking the famous Spring River. It is in the northwestern part of Lawrence Co., on the Kansas City, Fort Scott, and Memphis Railroad. The country is noted for blue grass, wheat, and fine springs, and is considered one of the most healthful sections in N. E. Arkansas. Spring River, having its origin in the celebrated Mammoth Spring about twenty-five miles above, is a clear, swiftly flowing

stream, which adds much to the picturesque beauty of the landscape.

CAMPUS. In the southeastern part of the town about one-fourth of a mile from the railroad station, at the end of the principal residence street, on a hill commanding a fine view of the town, the railroad, the river, and the distant hills, lies the six acre campus, partly covered with native trees.

FACULTY. Prof. W. E. Hogan, A. B. (Hendrix, 1897), has been selected as Principal. In addition to his thorough training in college he has had considerable experience in public schools, for the last two years in the Clarendon High School. He will be assisted by Rev. W. M. Wilson and other competent teachers.

OPENING. The Fall Term will begin Sept. 26, 1899.

EXPENSES. Tuition and fees will cost from \$21 to \$41 a session. Board in the Home, which will be managed by Rev. W. M. Wilson and wife, will cost \$12 a month, and in private families from \$8 to \$10. Other expenses will be very reasonable.

INFORMATION. A circular giving fuller information will be prepared and may be had by writing to Principal W. E. Hogan, Imboden, Ark.

BUILDINGS. Work was begun on the buildings in May, and it is confidently expected that they will be ready for the opening.

MENA HENDRIX ACADEMY.

HISTORY. The management of the Orchard Academy proved to be so satisfactory that the Arkansas Townsite Co., through Miss E. S. Mosher and Mr. S. F. Canterbury, made to the people of Mena and to Hendrix College a proposition that has resulted in the sale of over \$10,000 worth of property donated by the Townsite Company. The proceeds, unless there should be some failure to meet the conditions promptly, will be invested in buildings similar to the Orchard buildings (except that the Main Building will be of pressed brick), and in apparatus and other equipment. Preparation is being rapidly made to open the school in the fall.

The officers of the Townsite Company are entitled to great credit for their second investment in a school enterprise, and it is hoped that the results will fully justify their wisdom and generosity.

LOCATION. Mena is located in Polk County in Western Arkansas, on a plateau nearly 1400 feet above the sea. It is the highest town between the Arkansas River and the Gulf, and is the half-way division between Kansas City and Port Arthur on the great K. C., P. & G. R. R. Although it is less than three years old, Mena has had a marvelous growth, and now has a population of more than 4000. Its business is large, the growth has been substantial, and everything points to continued

progress. Churches of nearly all denominations have been erected; a public school house has been built; two parks have been laid out and beautified; a new court house is in process of erection, and city water works will soon be in operation. The altitude guarantees health. The vast forest and mineral resources and the possibilities for fruit-growing make Mena very attractive to men of enterprise. The Academy will furnish the higher educational facilities needed.

CAMPUS. About a quarter of a mile northeast of the court house on a hill 150 feet above the town is the campus of ten acres donated by the Townsite Company. A good driveway leads to the top of the hill, where the buildings will stand in the midst of a stately grove. From this eminence the outlook over mountain and valley is truly inspiring.

FACULTY. On account of the short time that has elapsed since negotiations were begun arrangements have not been fully made (June 8) for the Principal and Faculty, but the prospective patrons may rest assured that a competent Faculty will be secured and kept.

OPENING. The Fall Term will begin Oct. 3, 1899.

EXPENSES. Tuition and fees will cost from \$21 to \$41 a session. Board in the Principal's House will cost \$12 a month and in private families from

\$8 to \$12. Other expenses will be made quite reasonable.

INFORMATION. A circular giving fuller information will be prepared and may be had by writing the Principal of Hendrix Academy, Mena, Ark.

Rev. C. J. Greene, the pastor of the M. E. C. S. at Mena will answer special inquiries, and Mr. Jos. P. Landes, local agent of the Townsite Co., will give information concerning real-estate and business openings.

MAGAZINE HENDRIX ACADEMY.

Arrangements have not been fully consummated for an academy at Magazine, but sufficient progress has been made (June 8) to justify the hope that all things will be ready for an opening Oct. 3, 1899. Magazine is an enterprising town of 300 inhabitants, in the southwestern part of Logan County. The extension of the Choctaw, Oklahoma, and Gulf Railroad will run through the town, which is one of the highest points on the line. The elevation, the proximity to the grand Magazine Mountains, the fertility of the surrounding country, the beauty of the scenery, and the enterprise of the people, conspire to make Magazine a very desirable town for residence and an excellent location for a school.

A beautiful, gently sloping campus of ten acres, containing a pretty grove, has been selected. Here

suitable buildings will be erected. Library, apparatus, and furniture will be provided.

It is too early to announce the Faculty, but a strong Principal and competent assistants will be selected.

Expenses will be about the same as at the Imboden Academy.

At the proper time a circular will be prepared and sent out. In the mean time full information concerning the town and proposed school may be had by writing to B. F. Kennedy, Secretary of the Commercial League, Magazine, Ark.

ACCREDITED SCHOOLS.

Believing that secondary schools may be stimulated by public recognition of their work, Hendrix College will publish in its annual catalogue a list of all schools which meet the requirements for admission to college classes. The following plan has been adopted to secure a proper understanding between the College and the schools that seek to be accredited.

1. Any school desiring recognition shall, before the first of February (earlier if convenient), through its principal or secretary, apply to the President of the College, asking for an inspection of its work and stating in the application the number of teachers and the course of study in its high school department.

2. As soon thereafter as possible the College, will, at its own expense, send a member of the Faculty to inspect

the school and report on its course of study and methods.

3. If the report is satisfactory, the school will be placed on the Accredited List in the College catalogue for the ensuing year.

4. Yearly thereafter the school will be expected, before the first of February, to report on blanks furnished by the College any changes in faculty, management, or course of study, and to give other information desired.

5. The school will be kept on the Accredited List without further visitation, unless the changes indicate the need of another inspection, but whenever practicable representatives of the College will visit the school.

7. If a school can not prepare students for college in certain subjects, but does satisfactory work in others, it shall be accredited for those that may be approved.

6. Students who bring certificates from Accredited Schools will, without examination, be permitted to enter classes for which the work indicated in their certificates has prepared them.

8. If a student received on certificate fails, after a reasonable time, to sustain himself in the College classes, his right to membership in the classes without examination will be withdrawn, and the school from which he came will be notified of his deficiencies.

9. If several students from the same school show serious lack of training, the school may be dropped from the Accredited List until there are changes in its methods or management.

SUGGESTIONS. Examination of the admission requirements found in the College catalogue will indicate the work that must be done in a secondary school to secure recognition. To avoid an unfavorable report, the principal of a school should be sure that his work will bear close inspection, before he calls for visitation.

Usually arrangements can be made with the College rep-

representative to deliver educational addresses to the school and community at the time of his visit. While the College does not offer "university extension" courses, yet, as far as practicable, it will furnish lecturers on special subjects whenever desired.

High school and academy principals are cordially invited to correspond with the College Faculty on questions of mutual interest.

SCHOOLS NOT ACCREDITED. Certificates from schools not accredited may be accepted in lieu of examinations; but students coming from such schools can not be so fully assured of the value of their certificates, and the schools fail to secure that public recognition to which an accredited school is entitled.

LIST OF ACCREDITED SCHOOLS.

Amity High School, Amity, Ark.

Samuel M. Samson, Principal.

For admission to Freshman Class in English, History, Mathematics, Physics, Latin, and Greek.

Little Rock Conference Training School, Fordyce, Ark.

J. D. Clary, Principal.

For admission to Freshman Class in English, Greek, History, and Physics; and for Sophomore Latin (except Livy), and Mathematics (except Algebra and Spherical Trigonometry).

Pine Bluff High School, Pine Bluff, Ark.

J. H. Hinemon, Superintendent.

For admission to Freshman Class in English, Greek, History, and Physics; and in Latin and Mathematics something more than Freshman requirements.

Van Buren High School, Van Buren, Ark.

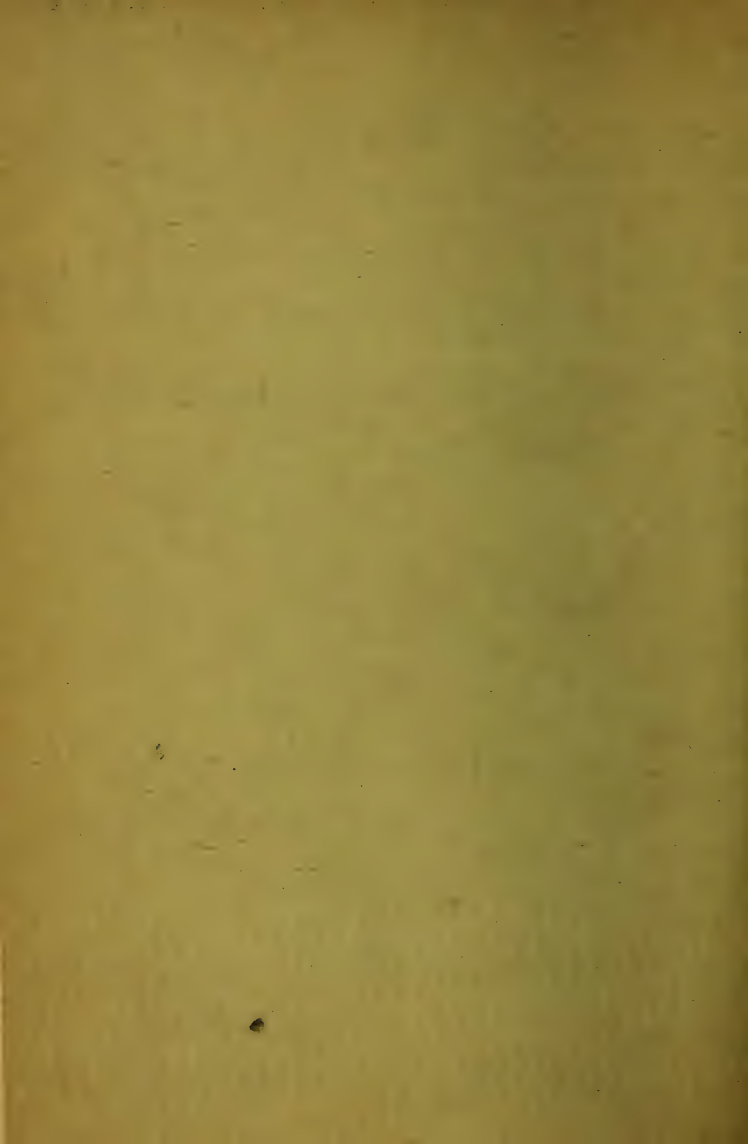
A. L. Peacher, Principal.

For admission to Freshman Class in English, History, Latin (except Vergil), and Mathematics.

NOTE.—Several other schools applied for visitation, but on account of prior engagements of the President they could not be visited at the proper time. It is hoped that all that desire to be accredited will apply early next fall so that there may be ample time to arrange for visitation.

INDEX.

	PAGE		PAGE
Academy, Imboden.....	96	History of College.....	3
Academy, Magazine.....	100	Honorary Degrees.....	82
Academy, Mena.....	97	Imboden Academy.....	96
Academy, Orchard.....	93	Instructors.....	65
Accredited Schools.....	101	Janitors.....	65
Admission Examinations.....	12	Journal.....	62
Admission Requirements.....	11	Laboratory.....	59
Affiliated Academies.....	90	Land.....	70
Alumni Association.....	83	Latin Courses.....	28
Athletics.....	63	Lectures.....	64
Bachelor's Degrees.....	43	Librarians.....	65
Beneficiaries.....	55	Library.....	57
Boarding.....	55, 57	Lights.....	56
Board of Trustees.....	8	Literary Societies.....	61
Buildings.....	69	Location.....	3, 4, 67
Calendar.....	2	Magazine Academy.....	100
Campus.....	69	Manual, Student's.....	52
Central Baptist College.....	65	Master's Degrees.....	48
Central Collegiate Institute.....	3	Mathematical Courses.....	31
Certificates.....	41	Mena Academy.....	98
Change of Name.....	4	Military Company.....	64
Choice of a College.....	71	Mirror, The.....	62
Colleges, Other.....	42	Museum.....	59
Commercial Department.....	84	Natural Science Courses.....	32
Committees of Board.....	9	New Students.....	70
Control.....	7	Officers of Board.....	9
Counties.....	79	Orations, Senior.....	45, 50
Courses of Instruction.....	16	Orchard Academy.....	93
Declamations.....	50	Outline of Courses.....	17
Degrees.....	41	Ownership.....	7
Departments.....	16	Parents.....	71
Discipline.....	51	Philosophy Courses.....	34
Dormitories.....	55	Physical Science Courses.....	36
Educational Courses.....	17	Political Science Courses.....	38
English Courses.....	18	Preparatory Department.....	86
Entrance Examinations.....	12	Prizes.....	66, 67
Entrance Requirements.....	11	Proctor.....	57
Essays.....	50	Purpose of College.....	4
Examinations.....	12, 49	Reading Room.....	58
Expenses.....	53	Recitations.....	49
Faculty.....	10	Register of Students.....	73
Fees.....	53	Reports.....	49
Free Tuition.....	55	Scholarships for Academies.....	66
French Courses.....	21	Scholarships for Instructors.....	65
Furniture.....	56	Tabor Hall.....	55
Galloway Female College.....	3	Teachers.....	70
German Courses.....	22	Theses, Senior.....	45
Government.....	51	Time of Opening.....	71
Grades.....	45, 49	Trustees.....	8
Graduates.....	81	Value of Courses.....	44
Greek Courses.....	23	Women, Admission of.....	57
Gymnasium.....	63	Young Men's Christian Ass'n.....	62
History Courses.....	25		



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HENDRIX COLLEGE



REGISTER FOR 1899-1900
ANNOUNCEMENTS FOR 1900-1

SEVENTEENTH

ANNUAL CATALOGUE

OF

HENDRIX COLLEGE

CONWAY, ARKANSAS

REGISTER FOR 1899-1900
ANNOUNCEMENTS FOR 1900-1

1900:

PRESS OF CONWAY PRINTING COMPANY

CONWAY, ARKANSAS

COLLEGE CALENDAR FOR 1900-1901.

1900.

Sept. 24-25	.....	Entrance Examinations.
Sept. 26	.....	First Term begins.
Sept. 30	.....	Opening Sermon.
Oct. 1	.....	Y. M. C. A. Reception.
Nov. 1	.....	Subjects for Senior Theses selected.
Nov. 6	.....	First Term Essays.
Nov. 20	.....	First Declamation Day.
Nov. 29	.....	Thanksgiving Holiday.
Dec. 17-21	.....	Examinations.
Dec. 22	.....	Winter Recess begins.

1901.

Jan. 1	.....	Second Term begins.
Feb. 5	.....	Second Term Essays.
Feb. 19	.....	Second Declamation Day.
Feb. 22	.....	Joint Session of Literary Societies.
March 18-23	.....	Examinations.
March 27	.....	Third Term begins.
April 9	.....	Third Term Essays.
April 23	.....	Third Declamation Day.
May 1	.....	Senior Theses submitted.
June 10-15	.....	Examinations.
June 16	.....	Commencement Sermons.
June 17	.....	Annual Meeting of Trustees.
June 17-19	.....	Contests and Anniversaries.
June 19	.....	Commencement Day.

HISTORY.

In 1883 the Arkansas Conference of the Methodist Episcopal Church, South, realizing the importance and the necessity of an institution of the highest collegiate grade, authorized its Centenary Committee to establish a College for men.

This committee met at Altus, June 10, 1884, and purchased, subject to Conference ratification, the Central Collegiate Institute, from its owner, Rev. I. L. Burrow. This action was ratified at the ensuing session of the Conference.

During the same year the Little Rock Conference became a joint owner, and in 1886 the White River Conference entered the alliance. Thus, wisely, were the interest and strength of the Church in Arkansas concentrated upon one College, with the purpose of making it worthy of the Church.

As there was no college for girls, Central Collegiate Institute for five years admitted both sexes on equal terms. When, in 1889, Galloway Female College was opened, the Trustees of the Central Collegiate Institute decided that, while women should not be excluded, the institution should be for young MEN; and that on account of the work done, and by virtue of its relation to lower schools, it should be a college. Accordingly, the name was changed to HENDRIX COLLEGE, in honor of Bishop E. R. Hendrix.

For several years the conviction had been growing in the minds of those who were in a position to understand the situation, that, although the College had done and was still doing a grand work, permanent success could be attained only in a stronger community, more centrally located, hence at their session in 1889, the question of location was considered by the three patronizing Conferences and by concurrent resolutions, the whole matter was referred to the College Trustees for final settlement.

January 1, 1890, the Trustees, having met at Little Rock, after a full hearing of both sides, and after careful investigation of the claims of Altus, decided to receive propositions from towns desiring the College.

March 19, 1890, at Little Rock, the Trustees received and considered propositions from seven towns; and, in consideration of centrality, a bonus of \$55,000, and other advantages, located the College at Conway.

The property at Altus was sold, the College was transplanted, and in its new location has continued with increased vigor its important work.

PURPOSE.

Hendrix College, founded and maintained by a Christian Church, is intended to be in the highest sense, a Christian institution. Complete education involves the spiritual nature and is best given in a genuinely spiritual atmosphere, where religion is made the foundation of character; hence the College tolerates nothing that tends to weaken true Christian faith, and expects the life and teaching of each Professor to exert a positive, elevating influence. The College seeks to gather together a body of choice young men whose lofty ideals and consistent walk will react upon each individual, thus purifying, strengthening, and enlarging the life of all. As far as possible, the morals of students will be carefully cultivated, and all reasonable safeguards will be provided to protect them from vice and immorality.

If their highest interests are duly considered, young men, leaving for the first time the sacred shelter of home, will not be committed to teachers whose skeptical views or careless life may destroy confidence in the faith and hopes of religious parents, but teachers will be found who endeavor, by precept and example, to lead ever toward the ideals of the Great Teacher, the Way, the Truth, the Life of the spiritual world.

In this intensely utilitarian age men virtually worship money, nor will they cease until convinced that

there are nobler and purer shrines. Not mere money-changers, but true men are needed; hence the course of study and the discipline at Hendrix College are intended to provide that thorough education which alone fully prepares for the stern duties of a progressive age. The world's bustling activity calls for practical education, but the best thought refuses to pander to the tendency to regard as practical that alone which produces money and is measured in dollars. Education is only truly practical that produces genuine men. The type of manhood is the proper standard by which to estimate the value of any system of training. That education, which, ignoring culture, burdens the mind with tables and technical terms, simply because these may be useful in business or profession, is not practical and beneficial, but injurious in the extreme. Education founded upon all that is worthy in Science and Literature, giving development to mind and heart, building strong by building deep and broad, is truly practical. The student who has by hard thinking learned to think, not merely to memorize, who has acquired self-mastery, who has established his character upon eternal principles, is the man who will be felt as a power for righteousness, wherever he may be.

To make strong, manly, Christian men, cultured in mind and heart, ready for service, loving God and fellowman, is the object for which Hendrix College has been founded and maintained.

OWNERSHIP AND CONTROL.

Hendrix College is owned by the Arkansas, Little Rock, and White River Annual Conferences of the Methodist Episcopal Church, South, and is controlled through a Board of Trustees composed of eighteen members, six (three clerical and three lay) from each Conference, appointed in such a manner that the term of one member from each Conference shall expire at the end of every Conference year. The property belongs in fee simple to the Church, and by concurrent resolution of the Conferences, the Trustees are forbidden to contract any debt for which the College property shall be liable. Thus, after the present debt (now provided for) has been extinguished, the property will be absolutely safe. As the usefulness of the College may be greatly multiplied by liberal endowment and larger equipment, the friends of Christian education are urged to place more abundant means in the hands of the Trustees.

THE BOARD OF TRUSTEES.

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A. L. HUTCHINS, INSTRUCTOR IN MATHEMATICS.

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PROF. GEORGE C. MILLAR, A. M.

BORN, BROOKFIELD, MO., NOV. 29, 1870.

DIED, NASHVILLE, TENN., DEC. 23, 1899.

An Alumnus of Hendrix College:
For nearly six years a member of the Faculty.

*"I have always felt that to desert the College in
its time of need would be cowardice."*

"When thy selfishness has vanished,
Then shalt thou begin to live."

ENTRANCE REQUIREMENTS.

AGE. No student under fifteen will be received unless he is under the immediate care of an older relative. For several years few students have been under sixteen, and the average age has been nearly twenty-one.

CHARACTER. Only students of good moral character are admitted. Certificates or recommendations from former teachers and from ministers or others who are well known in their respective communities should be presented.

SCHOLARSHIP. The preparation of students who seek admission to the Freshman class will be ascertained in the following manner:

1. A student who brings a certificate from the principal of an accredited school will be permitted, without examination, to enter classes for which his certificate shows he is prepared. If at the end of one month he has failed to sustain himself, he will be conditioned and may be required to make up deficiencies in a sub-college class.

2. If a student prefers to be examined before coming to college, questions will be sent to his County Examiner; provided that the student applies to the President two weeks before the date fixed for the examination, indicating his preparation and the

subjects on which he wishes to stand, and forwards one dollar to cover expense of preparing questions. The applicant shall pay the Examiner's fees, and the Examiner shall certify that the examination has been conducted as required in letter of instructions.

3. If a student does not present a certificate and has not been previously examined, he will be examined at the College on Monday and Tuesday before the opening of the Fall Term, or he may stand the regular examinations with sub-college classes. Examinations begin at 8:30 A. M., in Room 4.

SUBJECTS. All candidates for degrees are examined in English, History, Mathematics and Elementary Physics. Examinations in Greek, Latin, French, German, and Elementary Physiology are offered to students who expect to take courses requiring them,

The amount and kind of work and the time which should be given in an academy to each subject to prepare for Freshman Class, are indicated in the following outline.

1. ENGLISH.—No candidate will be accepted in the Freshman Class in English whose work is notably defective in spelling, punctuation, idiom, or division into paragraphs.

The grammars of Reed and Kellogg and Meiklejohn are recommended for preparation for entrance. The simple elements of composition and rhetoric must also be mastered in such a book as Williams's Composition and Rhetoric, Genung's Outlines, or A. S. Hill's Foundations.

READING.—The courses prescribed by the Association of

Colleges and Preparatory Schools of the Southern States will be accepted as required reading, or the following books may be read: Hawthorne's *Tanglewood Tales* and *House of Seven Gables*, Defoe's *Robinson Crusoe*, Irving's *Tales of a Traveler*, *Pilgrim's Progress*, Franklin's *Autobiography*, Scott's *Lady of the Lake*, Goldsmith's *Vicar of Wakefield*, DeQuincey's *Flight of a Tartar Tribe*, one of the *Leatherstocking Tales*, Aldrich's *Marjorie Daw*, and Poe's *Tales*.

STUDY AND PRACTICE.—The following works are set for closer study, and candidates will be examined on their subject-matter, form, and structure: Irving's *Sketch-Book*, Longfellow's *Evangeline*, Poe's *Raven*, Lowell's *Vision of Sir Launfal*, Webster's *Bunker Hill Orations*, and Bryant's *Poems*, (Riverside Series.)

To prepare thoroughly for Freshman Class, students in high-schools and academies, after doing elementary work in English, should spend at least three years on the work outlined above.

2. HISTORY.—United States. Barnes, Montgomery, or Eggleston will serve to suggest the amount of preparation.

Civil Government.—Some work like McClary, or Rhoton and Galbraith should be completed. Both state and national governments should be studied.

General History.—A General History, such as Myers, Fisher, or Barnes, should be mastered; or a Greek History, like Myers, or Oman, and a Roman History, like Myers and Allen.

In the high school one year should be given to United States History; five months to civil government; and one year to General History, or to Greek and Roman History.

A fair knowledge of both ancient and modern Geography is presumed and may be tested in history examinations.

3. MATHEMATICS.—Arithmetic, Ray's Third Part or its equivalent.

Algebra: Factoring, L. C. M., G. C. D., Fractions, Simultaneous Equations, Involution, Evolution, and Quadratics.

Geometry: Three books of Plane Geometry; ability to demonstrate theorems and to do original work.

In an academy or high school, such a book as Ray's Third Arithmetic should be mastered; one year should be given to Elementary Algebra (Milne, or its equivalent); one year to Complete Algebra (Wentworth, or its equivalent), and five months to Geometry (Wentworth, or its equivalent).

4. PHYSICS.—The fundamental principles of the various branches of Physics should be studied with such text-books as Shaw's Physics by Experiment, Stone's Experimental Physics, or Gage's Elementary Physics. As far as possible experimental work should be done and problems worked. In the high schools six months or a year should be given to Elementary Physics.

5. LATIN.—Caesar, three books; Cicero, three orations against Catiline; Vergil, two books, including Latin metre and versification; Latin Composition; Translation of simple sentences and of connected English prose based on Caesar and Cicero.

In the high school, forms and rules should be thoroughly learned, and in connection with both reading and prose, Latin Syntax should be carefully studied and special attention should be paid to the etymology of English words derived from Latin roots and to the acquisition of as large a vocabulary as possible. The quality of the work rather than the amount read is the desideratum. In the high school three or four years should be given to this work.

6. GREEK.—First Greek Book (White, or its equivalent); Anabasis, about one book; Prose Composition (Pearson) based on the Anabasis read.

In the high school about fifteen or eighteen months should

be given to Greek. The student should be well versed in Greek inflections and Syntax and be able to translate with ease into Greek easy prose based on Xenophon, or such as is found in Collar and Daniell's *Beginner's Greek Composition*.

7. FRENCH.—Thorough knowledge of the forms, familiarity with the principles of syntax, ability to translate easy English prose into French, and the reading of 300 or 400 pages of easy prose, are required.

8. GERMAN.—Thorough knowledge of the forms, familiarity with the principles of syntax, ability to translate easy English prose into German, and the reading of 200 or 300 pages of easy prose, are required.

High school students may prepare in French or German in one year if they are mature and well advanced in other subjects, otherwise two years will be necessary.

9. PHYSIOLOGY.—The usual combination of Anatomy, Physiology, and Hygiene, as treated in Martin's *Human Body* (Briefer Course), or Hutchinson's *Elementary Physiology*, will meet the requirements.

In the high school from six months to a year should be given to *Elementary Physiology*.

DEPARTMENTS AND COURSES OF INSTRUCTION.

The work of the College is divided among the following Departments: Education, English, French, German, Greek, History, Latin, Mathematics, Natural Science, Philosophy, Physical Science, and Political Science.

In the outlines, the college courses are numbered for convenience, and sub-college courses, when given, are lettered. The value which each subject is allowed in making up a degree course is indicated by figures. Usually a subject to which one recitation a week is given throughout the year has a value of one; or three recitations a week for one term have a value of one. Sub-college subjects required for all degrees have no mark of value. Other sub-college subjects are valued, because in making up the total number of points necessary for a degree, they may be used to equalize entrance requirements so that the amount of college work may be the same for all degrees. However, a sub-college subject offered to reduce the college work of any degree must be completed before a college subject of the same kind is taken. Unless it is otherwise stated, courses should be pursued in the order in which they are placed in the outline. In making up electives any course to which a value is assigned may be counted, subject to conditions

named in the course. Alternative courses are offered in such a manner that, without increasing the work of the professors, students by proper election may pursue both courses. The requirements for the several degrees are given after the outline of the courses.

OUTLINE OF COURSES.

EDUCATION

PROFESSOR REYNOLDS.

1. History of Education.—Brief survey of ancient and mediæval systems, followed by more intensive study of modern reformers such as Comenius, Rousseau, Pestalozzi, Herbart, Froebel, and Mann. Texts: Painter and Boone. First Term, three times a week. For Juniors. Value 1.
2. Educational Problems.—In this course the rural school problems, secondary education, college and university problems, colored schools, and normal school problems, are examined critically. No text is used, but a printed bibliography, giving detailed references to some two hundred volumes in the library, is placed in the hands of each member of the class. The course is largely source study, the books most freely consulted being Commonwealth School Laws, the Reports of State Superintendents, Proceedings of the N. E. A., and the Reports of U. S. Commissioner of Education. The practice of typical States is compared on every question. All subjects are related to the present conditions in Arkansas. Second Term, three times a week. For Juniors. Value 1.
3. School Management and Methods.—The subject matter of

this course is classification, incentives, governing power, punishment, tactics, methods, etc. The relation of school government to the formation of character and the social obligations of the public schools are studied. Third Term, three times a week. For Juniors and Irregulars. Value 1.

4. History of Education in the United States.—This course is an intensive study of education in the United States with a view to a more thorough understanding of present educational conditions. Private as well as public endeavor is included, and both North and South receive attention. Courses 1 and 2 are prerequisites. Second Term, twice a week. For Juniors or Seniors. Value 1.
5. Comparison of Educational Systems.—The systems of European and American States are studied and compared. Topics are assigned, and papers prepared by students are read and criticised in class. Reports of the U. S. Commissioner of Education are the principal sources of information. Courses 1 and 2 are prerequisites. Third Term, twice a week. For Juniors or Seniors. Value 1.

ENGLISH.

PROFESSOR REED AND MR. PITTMAN.

1. A careful study of grammar is pursued throughout the year, with Longman's *School Grammar* and Reed and Kellogg's *Higher Lessons* used as texts. Frequent written exercises.

Parallel Reading: First Term, Hawthorne's *Tanglewood Tales*, Hughes's *Tom Brown's School Days*; Second Term, Defoe's *Robinson Crusoe*, Dickens's *Christmas*

Stories; Third Term, Irving's *Tales of a Traveler*, Hawthorne's *Twice Told Tales*.

For Preparatory Students. Daily throughout the year.

- a. Rapid review of grammar, with exercises (Meiklejohn.)
Four times a week. First Term.

Study of simpler American and English classics.
Once a week. First Term.

Elementary principles of composition and rhetoric.
Hill's *Foundations*, with written exercises. Three times a week. Second and Third Terms.

Study of American and English classics continued.
Twice a week. Second and Third Terms.

Parallel Reading: First Term, *Pilgrim's Progress*, Franklin's *Autobiography*, *Lady of the Lake*; Second Term, *Vicar of Wakefield*, DeQuincey's *Flight of a Tartar Tribe*, one of the *Leatherstocking Tales*; Third Term, Hawthorne's *House of Seven Gables*, Aldrich's *Marjorie Daw*, Poe's *Tales*.

For Sub-Freshmen.

1. Rhetoric.—A careful study of rhetoric is pursued in this course. Newcomer's *Elements of Rhetoric* is used, followed by Carpenter's *Advanced Rhetoric*. Special attention is given to the practical exercises in these texts, and bi-weekly themes are required. First and Second Terms, daily. For all Freshmen.
2. Literature.—Pancoast's *Introduction to English Literature* is used as a text book. Illustrative selections from various authors are carefully studied in class. The purpose of this course is to give the student a knowledge of the history of English literature, and, through lectures by the Professor, to cultivate a taste for letters. Parallel Reading: First Term, Macaulay's *Essays*, *David Copperfield*; Second Term, *Adam Bede*, *Silas Mar-*

ner, *Tale of Two Cities*; Third Term, *Ivanhoe*, *Henry Esmond*. Third Term, daily. For all Freshmen.
Value of Freshman English 5.

3. Rhetoric.—The higher elements of style are studied, with Part II of Genung's *Practical Rhetoric* used as a text. The corresponding exercises in Genung's *Rhetorical Analysis* are studied. The aim of this course is to develop the powers of invention by a careful study of the best specimens of English prose. First Term, three times a week. For all Sophomores.
4. Science of Criticism.—The purpose of this course is, by a study of the elements of literary excellence, to lead the student to find for himself what is admirable in literature. Johnson's *Elements of Literary Criticism* will be used. Second Term, three times a week. For all Sophomores.
5. Literature.—Special effort is made in this course to cultivate literary taste by a study of the artistic beauty and deeper meaning of the best poems of Wordsworth, Coleridge, Shelley, Keats, Tennyson, and Browning. Third Term, three times a week. For all Sophomores.

Parallel Reading for Sophomores: First Term, Wordsworth's *Prelude* and Hudson's *Studies in Wordsworth*; Second Term, *Life of Shelley* in *English Men of Letters*, Scudder's edition of *Prometheus Unbound, Hellas*; Third Term, Keats's Poems (Atheneum Series), *Aurora Leigh*, and Tennyson's *Princess*. Value of Sophomore English 3.

6. Literature.—This course comprehends the three great poets, Chaucer, Milton, and Shakespere. Chaucer's *Prologue and Knight's Tales* are studied during the First Term; Milton's poems, with references to library,

the Second Term; Shakespere's poems, with constant reference to the critical studies of Coleridge, Dowden, Moulton, and Corson, the Third Term.

Parallel Reading: First Term, Spenser's *Faerie Queene*, Books I and II; Second Term, all of Milton's poems, and *Areopagitica* or *Second Defense of the English People*; Third Term, nine of Shakespere's plays, to be selected by the Professor. Twice a week throughout the year. For Juniors. Value 2.

7. Language.—The historical development of the language from the earliest times to Chaucer is studied in this course. Cook's *First Book in Old English*, Morris and Skeat's *Specimens of Early English*, and other early English writings are used. Lounsbury's *History of the English Language* will be read as parallel, and an examination on it will be required. Twice a week throughout the year. For Seniors. Value 2.

FRENCH.

MRS. MILLAR.

1. Grammar (Otto), including all the forms and the principal irregular verbs. Reading of about two hundred pages of easy prose. Composition, sight-reading, and conversation. Five times a week throughout the year. For Sophomores. Value 4.
2. Careful reading, in class, of the best productions of classic and modern writers, such as Corneille, Moliere, Racine, Dumas, Hugo, Balzac, Lamartine, Vigny, Gautier. Parallel reading, sight-reading, and composition. The authors and books read are varied from year to year. Four times a week throughout the year. For Juniors. Value 4.
3. Extensive reading of the larger and more difficult works

of the best authors. Study of French Literature. Writing of essays and critiques in French and English. Once or twice a week throughout the year. Elective for Seniors. Value 2.

This course will not be given unless as many as three elect it.

GERMAN.

PROFESSOR HOGAN.

1. Grammar (Joynes-Meissner), Part I. Reading of about one hundred and fifty pages of easy prose. Composition, sight-reading and conversation. Five times a week throughout the year. For Sophomores. Value 5.
2. Careful reading, in class, of the best authors, such as Goethe, Schiller, Lessing, Freytag, Heine. Parallel reading, sight-reading, and composition. The authors and books read are varied from year to year.
Three times a week throughout the year. For Juniors. Value 3.
3. Extensive reading of the larger and more difficult works of the best authors. Study of German Literature. Writing of essays and critiques in German and English. Once or twice a week throughout the year. Electives for Seniors. Value 2.

This course will not be given unless as many as three elect it.

GREEK.

PROFESSOR THOMAS.

- a. Elementary Greek.—White's First Greek Book, Anabasis; Pearson's Greek Prose. Daily throughout the year. For Sub-Freshmen. Value 3.

Course a, or its equivalent, is required of A. B. stu-

dents for entrance to college classes. The purpose of it is to fit such students not offering Greek as an entrance subject as rapidly as possible for the Freshman class. While given primarily for A. B. students it is open to all who wish to take it.

1. Xenophon, *Anabasis*. First Term.
2. Herodotus, *Selections*. Second Term.
3. Homer, *Iliad* or *Odyssey*. Third Term.

Instruction in courses 1, 2, and 3, which are for Freshmen, is given four times a week. As the main object is to train students in the reading of Greek much attention is given to grammatical forms and constructions, and to the acquiring of a good Greek vocabulary; sight translation is constantly practiced. Differences in Greek, Latin, and English idiom are often pointed out, derivative words are noticed, and some attention is given to the development of the dialects. Some parallel reading in English, especially in connection with Homer, is required.

4. Greek Composition.—Translation of simple sentences and English narrative based on easy authors. Review of inflections and a thorough study of Syntax. Goodwin's Grammar is used throughout the course. Given in connection with 1, 2, and 3. Once a week throughout the year. For Freshmen.

The value of courses 1, 2, 3, and 4 is 5.

5. Lysias or Demosthenes, selected orations; sight translation. This subject is the basis for a general study of Greek Oratory and of the political condition of Greece at the time of the author read. Morris's Greek Literature. First Term, twice a week. For Sophomores.

6. Thucydides, selected books. This subject includes a study of the sources of Greek history and a comparison of the Greek historians. Parallel reading: Plutarch, selected lives; Greek Literature. Second Term, twice a week. For Sophomores.
 7. Euripides or Sophocles, Medea or Antigone. While careful attention is given to the study and interpretation of the text, a study of the origin and development of the Greek Drama is included in this course. Suitable parallel in English will be assigned. Third Term, twice a week. For Sophomores.
 8. Plato, Apology, and Crito. Parallel reading on the History of Greek Philosophy. Given in 1900-1 as an alternative for 6. Second Term, twice a week. For Sophomores.
 9. Advanced Greek Composition. Translation of more difficult English prose into idiomatic Greek. Given once a week throughout the year, in connection with Greek 5, 6, and 7. Prerequisite Greek 4.
The total value of Sophomore Greek is 3.
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The courses below are electives and may be taken by either Juniors or Seniors. Courses 10, 11, and 12 will be given in 1900-1, and will alternate with courses 15, 16, and 17 which will be given in 1901-2. Twice a week. The value of either year's work is 2.

10. Homer, selected books of the Odyssey. First Term.
11. Aeschylus or Sophocles, selected plays. Second Term.
12. Plato, Phaedo; or Xenophon, Memorabilia. Third Term.
13. New Testament; the Gospel of St. John. First Term.
May be substituted for 10 at the discretion of the instructor.

Occasional exercises in Greek Prose and suitable parallel reading will be given throughout the year.

14. In harmony with the above courses will be offered, but not required, on the Homeric Question, Origin and Development of the Greek Drama, and Outlines of Greek Philosophy. Instruction will be by lectures, and students will be given themes for investigation. Once a week throughout the year. Value 1.
15. Demosthenes or Aeschines. First Term.
16. Aristophanes, Birds or Wasps. Second Term.
17. Aeschylus, Agamemnon. Introduction to text criticism. Third Term.

Occasional exercises in prose composition and parallel reading in these and other authors throughout the year.

18. History of Greek Literature, with lectures on its relation to the political and social life of the people. Themes for investigation by the students. Once a week throughout the year. Value 1.

HISTORY.

PROFESSOR REYNOLDS AND MR. O'DANIEL.

- b. United States History; First and Second Terms. Civil Government; Third Term. Five times a week. For Preparatory Class.
- a. History of Greece; First Term. History of Rome; Second and Third Terms. Three times a week. For Sub-Freshmen.
1. Europe in the Middle Ages.—Contributions of Rome to the civilization of the world; dissolution of the empire; migrations of the Germanic peoples; the influence of the Church in reorganizing society; the growth of the

Papacy; the empire of Charles the 'Great; the Holy Roman Empire and its struggle with the Papacy; the Crusades; Feudalism. Text-book (Thatcher), supplemented by daily reference to the library. First Term, four times a week. For all Sophomores.

2. Modern Europe to the French Revolution.—Transition from feudalism to monarchy; inventions; economic, intellectual, religious, and political revolutions; Reformation; counter Reformation; religious wars; absolutism; struggle for constitutional government in England; Church and State; colonization policies of European States; France under Louis XIV. Text-book (Schwill), with daily reference to the library. Second Term, four times a week. For all Sophomores.
3. French Revolution and Europe in the Nineteenth Century.—Antecedents of the Revolution; constitutions; work of Napoleon; development of national consciousness in Europe; reaction; Congresses of Vienna and Verona; the Bourbons; Revolutions of 1830, 1848, and 1871; unification of Italy; unification of Germany; national consciousness in the Balkan States; democracy in England; Eastern questions; partition of Africa. Text-book (Judson), with free reference to the library. Outlines and abstracts of all parallel required. Third Term, four times a week. For all Sophomores.

The total value of Sophomore History is 4.

4. Constitutional History of England.—This course emphasizes the growth of the English kingship, judiciary, Cabinet and Parliament; the spirit and life of movements as well as their constitutional products. The texts of constitutional documents are studied. Abstract of parallel readings are required; commentaries, compared; and institutions, discussed. Text-book,

source study. First Term, four times a week. For Juniors or Seniors. Value 1.

5. Constitutional and Political History of the United States to 1829.—Relation of Colonies to mother country; their government; their constitutional development; efforts at union; Articles of Confederation; the Constitution; contests between federal authority and states' rights; establishment of federal authority—money, tariff, foreign policy, internal improvements, judiciary, national bank, war of 1812; national democracy. Text-books: "Epochs of American History," with daily references to Walker, McMaster, Burgess, Taussig, Wilson, the Federalist, the Journal of the Constitutional Convention, and others. Second Term, four times a week. For Juniors or Seniors. Value 1.

6. Constitutional and Political History of the United States from 1829 to 1860.—Continuation of Course 5. Beginning with the popular sovereignty idea of Jackson, the class studies the rising power of the West, nullification, war on the bank, wild-cat banking, the contest over slavery—Texas, Mexican war, organization of federal territory, struggle in Kansas; war of secession. In Courses 5 and 6 attention is called to the interpretation of the Constitution as shown in Supreme Court decisions, laws of Congress and acts of the Executive. Third Term, four times a week. For Juniors or Seniors. Value 1.

When Courses 4, 5, and 6 are all taken their total value is 4, but the value of any one taken without the others is 1.

Courses 4, 5, and 6 were given in 1898-9, and are offered for 1900-1.

LATIN.

PROFESSOR THOMAS AND MRS. MILLAR.

- b.* Elementary Latin.—Collar and Daniell's First Latin Book and Greenough's Second Year Latin. Daily throughout the year. For preparatory students. Value 2.
- a.* Caesar, Gallic War, four books; Cicero, Orations against Catiline; Moulton's Latin Composition; Allen and Greenough's Latin Grammar. Daily throughout the year. For Sub-Freshman. Value 3.

Courses *b* and *a* are required of all (except B. S.) students not offering Latin as an entrance subject, but are also open to other students who may wish to obtain some knowledge of the language. It is assumed that the student is able to cover thoroughly and rapidly, in two years, the work usually done in preparation for College.

1. Cicero, one or two Orations; Vergil, Aeneid; Latin Prosody. First Term, four times a week. For Freshmen.
2. Vergil, Aeneid; Ovid, Metamorphoses; Roman Mythology. Second Term, four times a week. For Freshmen.
3. Livy, selected books; History of Roman Literature. Third Term, four times a week. For Freshmen.

The chief object of the above courses is to enable the student to acquire facility in translation, and for this sight translation is constantly practiced. Some effort is also made to train students to read the original intelligently without translation. In connection with the study of Vergil and Ovid considerable attention is given to Mythology and Prosody. In all the work literary value is constantly kept in mind and an effort is made to make Latin and Greek play their proper

part in laying the foundation for true humanistic culture.

4. Latin Composition, including the study of grammar and syntax. Translation of English narrative. This subject is given in connection with Latin 1, 2, and 3. Once a week throughout the year.

Freshman Latin is valued at 6.

5. Horace, Satires and Epistles. The Satires are studied for the light they throw on Roman social life and character in the time of Horace, and as illustrating a characteristic, as well as the most original type of Latin poetry. First Term, twice a week. For Sophomores.
6. Horace or Catullus, Carmina. These are studied chiefly from a literary point of view as illustrating the highest excellence of Roman Lyric Poetry. The metres, historical relations and mythology also receive attention. Second Term, twice a week. For Sophomores.
7. Tacitus. Dialogus de Oratoribus, or Agricola and Germania. Sight translation. Parallel reading in these or other authors throughout the year. Third Term, twice a week. For Sophomores.
8. Pliny or Cicero, selected letters; reading at sight.

Pliny letters are valued for their purity of style and language and for the light which they shed upon contemporary history, society, and literature. Those of Cicero are of surpassing interest for the view given of the private life of their author. Third Term, twice a week. For Sophomores.

Course 8 may be substituted for 7 at the discretion of the instructor.

9. Advanced Latin Composition.—Translation of more difficult English prose. Given in connection with Latin 5,

6, and 7. Special attention is given to Latin idiom. Prerequisite, Latin 4. Once a week throughout the year.

The total value of Sophomore Latin is 3.

The Courses below are elective and may be taken by either Juniors or Seniors. Courses 10, 11, and 12 will be given in 1900-1, and will alternate with Courses 14, 15, and 16, which will be offered in 1901-2. Twice a week. The value of either year's work is 2.

10. Cicero, Brutus de Claris Oratoribus. First Term.
11. Tacitus, Histories, or Annals. Second Term.
12. Plautus, Pseudolus; Terence, Andria. Third Term.
13. In harmony with the above, courses will be given embracing a study of Roman Oratory, Roman Antiquities, and the Origin and Development of Roman Comedy. Instruction will be by lecture, and themes will be assigned for investigation. Once a week. Value 1.
14. Catullus, Carmina. First Term.
15. Juvenal, Satires. Second Term.
16. Plautus, Captivi; Terence, Phormio. Third Term.

Occasional exercises in writing Latin Prose and suitable parallel reading will be required throughout the year in the Junior and Senior Courses. Sight reading and translation will be constantly practiced.

17. Latin Literature.—Lectures will be given upon individual authors, with extracts from the same, and essays will be required of students on subjects to be assigned. Once a week throughout the year. Value 1.
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MATHEMATICS.

PROFESSOR HOGAN, MR. STEEL, AND MR. HUTCHINS.

- c.* Arithmetic, Ray's Third Part. New class each Term. Daily. For irregulars.
- b.* Elementary Algebra (Milne), First and Second Terms; Complete Algebra (Wentworth), Third Term. Daily. For Preparatory Students.
- a.* Complete Algebra (Wentworth) through Quadratics, First and Second Terms; Plane Geometry (Wentworth), three Books. Second and Third Terms. Daily. For Sub-Freshmen.

Courses *a*, *b*, and *c*, or their equivalents, are required of all students to enter Freshman class.

- 1. Plane and Solid Geometry (Wentworth) completed, First and Second Terms; Algebra (Wentworth) completed, Second Term; Trigonometry, Plane and Spherical (Wentworth), Third Term. Daily. For all Freshmen. Value 5.
- 2. Conic Sections. (Wentworth), First Term; Analytic Geometry (Wentworth), Second and Third Terms. Three times a week. For all Sophomores. Value 4.
- 3. Calculus. First and Second Terms, three times a week. For Juniors. Value 2.
- 4. Mechanics. Third Term, three times a week. For Juniors. Value 1.
- 5. Descriptive Geometry. First and Second Terms, twice a week. For Seniors. Value 2.
- 6. Surveying. Third Term, twice a week. For Juniors or Seniors. Value 1.

NATURAL SCIENCE.

PROFESSOR HARRELL.

- a. (1.) Elementary Physiology.—This course includes the usual text-book combination of Anatomy, Physiology, and Hygiene, much time being given to the last. Texts: Martin's Human Body (Briefer Course), or Hutchinson's Elementary Physiology. Second Term, five times a week. For Sub-Freshmen. Value 1.
- (2.) Physical Geography.—For the benefit of teachers and to prepare students better for Geology, Elementary Physical Geography is offered. Texts: Tarr's or the Eclectic Physical Geography. Third Term, five times a week. For Sub-Freshmen. Value 1.
1. Biology and Botany.—This course consists almost entirely of laboratory work. The class meets twice a week for practical work and for instruction and direction from the Professor, but the time actually required for the work is about five hours per week. The course in this subject is intended to furnish a means of mental discipline by training the power of observation, which is the foundation of all true science, and of forming correct judgments of the relative facts which the student learns at first hand in the practical work in the laboratory; to give by lecture and references to standard biological literature such information concerning the facts and theories of the science as general culture now demands. Each student is required to furnish his own specimens and instruments, except compound microscopes, alcoholic specimens, works of reference, etc., which will be found at his convenience in the laboratory.

The Second and Third Terms are devoted to Botany. The First Term's work consists of text-book work and

recitations and the Third is spent in the field. Each student is required to make an herbarium of not less than seventy-five specimens correctly classified and described. Texts: Colton's Practical Zoology and Gray's School and Field Book of Botany. Twice a week throughout the year. For Sophomores. Value 2.

2. Physiology and Zoology.—The course in Human Physiology consists of text-book recitations, and lectures, with demonstrations. The microscope is used, furnishing valuable aid in the study of tissues. Hygiene is made a large element of the work. The study of the Human Body is supplemented throughout by a comparative study of the various orders of the animal kingdom. The course extends through the year and is open only to students who have taken the course in Chemistry. Texts: Martin's Human Body (Advanced Course) and Orton's Comparative Zoology. Three times a week throughout the year. For Juniors. Value 5.

3. Mineralogy.—This course is intended to make the student familiar with the more common minerals, and to enable him to recognize the rock-making species in their ordinary association as rock masses. In the laboratory much practice is given in the determination of minerals; some fifty to seventy-five minerals being submitted for determination by means of the blow-pipe. Prerequisite: Chemistry. Text: Dana's Manual of Mineralogy and Petrography.

Daily through the First and part of the Second Term. For Seniors. Value 2.

4. Geology.—The work in Geology is given by text-book recitations, supplemented by lectures, and excursions for field work. The following topics are treated: The geological forces and agencies, or the dynamics of the

earth's crust; the interaction of internal heat, and atmospheric agencies; the effects of heat, frost, chemical forces, glaciers, etc.; the destruction, transportation, and formation of rock; the origin of mountains; the phenomena of earthquakes, volcanoes and geysers; and the structure of rocks and rock masses. The work is completed by a rapid review of Historical Geology. Prerequisites: Chemistry and Mineralogy. Text: Le Conte's Elements of Geology. Second and Third Terms, daily. For Seniors. Value 2.

PHILOSOPHY.

PRESIDENT MILLAR.

1. Psychology.—Ladd's Outlines of Descriptive Psychology may be used as a basis for recitations. Discussions, theses, and reviews of standard writers are required. Simple experiments in Physiological Psychology are tried. First Term, four times a week.
2. Logic.—Hyslop's Elements of Logic is carefully studied, with constant reference to other works. Second Term, four times a week.
3. Ethics.—Smyth's Christian Ethics, or Bowne's Principles of Ethics serves as an outline for lectures and discussions. Students are expected to criticise freely the ethical theories presented, and accept only those conclusions which stand the most rigorous tests. Third Term, four times a week.

Courses 1, 2, and 3 are required for all degrees, and may be taken by Juniors or Seniors. Value 4.

4. The Bible.—Whenever three properly prepared students elect it, a course in Bible study will be given. It will

vary from year to year according to the preparation and purpose of the class, and may be so arranged that students who pursue the course one year may have different work for a second course. Once a week throughout the year. For Sophomores or Juniors. Value 1.

5. Christian Evidences.—Fisher's *The Grounds of Theistic and Christian Belief* may be used as the text-book, but students are required to consult such authors as Seth, Flint, McCosh, Hopkins, Robinson, Alexander, and Gregory, and to prepare papers on selected topics. Once a week throughout the year, or three times a week during the Second Term, as the class may elect. For Seniors. Value 1.
6. History of Philosophy.—First Term. Value 1.
7. Ethical Theories.—Second Term. Value 1.
8. Advanced Logic.—Third Term. Value 1.

Courses 6, 7, and 8 are Senior Electives for students who have completed 1, 2, and 3. They will be given only when elected by three or more students. The details of each course will be arranged when the class is formed.

PHYSICAL SCIENCE.

PROFESSOR HARRELL, MR. HARTLEY, AND MR. PITTMAN.

- a. Elementary Physics.—For the benefit of those who are not prepared for the Advanced Physics and for the better qualification of those who are to pursue it, a course in Elementary Physics is offered.

Texts: Shaw's *Physics by Experiment*, or Stone's *Experimental Physics*. First Term, daily. For Sub-Freshmen.

I. Chemistry.—The aim of the course is: First, a general knowledge of chemical phenomena; second, a thorough knowledge of Theoretical Chemistry and Stoichiometry; third, a careful study of the elements and their more important compounds; fourth, methods and work in Analysis, Qualitative, and Quantitative.

Theoretical Chemistry.—The work of the First Term begins with a careful study of a number of chemical phenomena which are used as a basis for the deduction of a general chemical theory. Numerous problems in stoichiometry are solved. Each student is assigned a desk in the laboratory, furnished with apparatus and chemicals and it is required that every statement shall be illustrated and verified by experiment; each student is further required to manufacture one or more salts under each basic element and to explain fully the process and the principles involved. The work of the Second Term closes with a study of the outlines of Organic Chemistry.

Qualitative Analysis.—The Third Term is devoted to a study of Qualitative Analysis—ten hours per week of practical work in the laboratory being required. The laboratory is a large, well ventilated, well lighted room, supplied with convenient working tables, vacuum filtration, hoods for noxious vapors, constant water supply, a delicate balance, and all apparatus necessary for a thorough course in Qualitative and Quantitative Analysis. Texts: Williams's Introduction, Williams's Chemical Experiments--General and Analytical, Noyes's Qualitative Analysis. Fresenius for reference.

This course will be of value to students who expect to choose a medical or other scientific profession. Three times a week throughout the year. For all Sophomores. Value 3.

2. Quantitative Analysis.—A course in volumetric and gravimetric analysis has been arranged as a second year's course for the accomodation of students who may desire a more extended course in chemistry. The work consists of six hours per week of laboratory work. Cairn's Quantitative Chemical Analysis. Fresenius for reference.

This course is an elective for Juniors who have taken
1. Throughout the year. Value 3.

3. Physics.—In the advanced coursethe First Term is devoted to Mechanics of both Solids and Liquids and to Sound; the Second Term to Light and Heat, and the Third to Electricity and Magnetism. A text-book on general Physics is used, but is largely supplemented by experimental demonstrations. The student is led to note the general principles of Mechanics that apply throughout, and particular attention is given to such facts and principles as can be turned to practical account. The solution of a large number of problems is required and each student must keep a note book in which he records the results of all experiments. Text: Ames's Theory of Physics. Prerequisites: Chemistry and Plane Trigonometry. Three times a week throughout the year. For all Juniors. Value 3.
4. Astronomy.—The aim of this course is to give the student a general knowledge of mathematical, descriptive, and physical Astronomy. The course is based upon text-book work. The facts with which all educated persons are supposed to be acquainted are committed to memory; the constellations are pointed out, and an opportunity is offered for observing the sun, moon, and planets through the telescope. In the computation of the size, weight, and orbits of the heavenly bodies, the students meet with problems which afford a good test of their

mathematical acquirements. The history and development of the science is laid before them, and their attention is invited to the processes of reasoning by which the sublime generalizations of Modern Astronomy have been achieved. Prerequisites: Physics and Sophomore Mathematics. Twice a week throughout the year. For Seniors. Value 3.

POLITICAL SCIENCE.

PROFESSOR REYNOLDS.

1. Sociology.—Beginning with a review of the historical development of social institutions, such as the family, marriage, and the state, the class studies abnormal conditions such as pauperism, crime, drunkenness, and the remedies which society applies. The course is based upon the theory that social problems are capable of scientific study and treatment, and is offered to encourage such an attitude of mind. First Term, three times a week. For Juniors or Seniors. Value 1.
2. Commonwealth Governments.—This course emphasizes the government of the American Commonwealths; the place of the commonwealth in the federal system. The constitution and statutes of Arkansas are taken as a point of departure, with which are compared the constitutions of commonwealths typical of the several sections of the United States. The manner in which the several commonwealths have dealt with suffrage, education, internal improvements, private and public corporations, will be studied. The last two weeks will be devoted to Parliamentary Law. Second Term, four times a week. For Juniors or Seniors. Value 1.
3. National Governments.—The constitutions and governments of England, France, Germany, Switzerland, and the United States, are compared, the text of the consti-

tions being used. With Burgess as a basis the class also studies Bryce, Lowell, and Wilson. Sophomore History is a prerequisite. Third Term, four times a week. For Juniors or Seniors. Value 1.

When Courses 2, 3, and 4 are all taken their total value is 4, but any one taken without the others is valued at 1.

4. Elements of Political Economy.—This course is designed to introduce students to the Science as at present developed. Bullock will be used as a text, daily reference, however, being made to Laughlin, Mill, Walker, and others. First Term, four times a week. For Juniors or Seniors. Value 1.
5. Money and Banking. The history of money and banking is first briefly surveyed. This is followed by a study of typical banking systems in America and Europe. Bi-metallism, governmental issues, and present problems of money are studied. Text-book: White's Money and Banking. Abstracts of parallel readings, discussions, and papers on assigned topics. Course 4 is a prerequisite. Second Term, three times a week. For Juniors or Seniors. Value 1.
6. Public Finance.—Economics of the state; direct taxation; systems of taxation in American States and cities; contraction, administration, and liquidation of public debts; social and industrial effects of governmental expenditures; property, income, corporation, land, and inheritance taxes are forms to be studied. Some text like Bastable, Seligman, Ely, or Adams, will be the basis of the work. The method is the same as for Course 2. Course 4 is a prerequisite. Third Term, three times a week. For Juniors or Seniors. Value 1.

Courses 1, 5, and 6 will be given in 1901-2.

CERTIFICATES AND DEGREES.

It is desirable that every student should take a course leading to a regular collegiate degree, since each degree requires the co-ordination and completion of those branches which lead to thorough and systematic education. There are, however, many young men who can never hope to finish a complete college course and who yet wish to pursue, with the advantages afforded by a college, a group of studies preparing them to secure good certificates as teachers. For their accomodation arrangements may be made to take any of the studies for which they are prepared, if it does not necessitate a change of schedule. Certificates showing the character and standing of such students will be granted on application.

On entering each student is expected to select one of the prescribed courses, and shall not be allowed to deviate from it, except for reasons satisfactory to the Faculty.

While there is no strict classification of students as Freshmen, Sophomores, Juniors, and Seniors, yet each student is advised, if possible, to take courses belonging to the same year, to avoid conflicts in recitation periods and to approach each subject logically.

Each Professor may change from one course to

another in his own department students who may be improperly classified; but the consent of the President is required to effect a change from one department to another. To effect such a change or to withdraw from a class, a written application must be made to the President, who will sign it if he approves. The application must then be countersigned by the Professors concerned and be returned to the President.

Each student is required to take not less than fifteen recitations a week, and is not allowed to take more than twenty. A variation from maximum or minimum requirements will be allowed by the Faculty only on presentation of a written statement detailing the work and condition of the applicant, and permission thus given may be withdrawn if the results are not satisfactory.

Advanced students from reputable colleges are received on certificate and allowed such credit as their previous work may justify, but unsatisfactory class-work may lead to the withdrawal of credit and to the requirement of examinations. Certificates should give detailed statements of subjects studied, time spent, amount of work, and final standing in each.

Certificates and degrees are given under the conditions named below:

1. Certificate of Graduation in a School.—To receive this certificate the student must do all the class-work and pass satisfactory examinations on all sub-

jects required in that School, and must satisfy the Faculty of his proficiency in English.

2. Normal Certificate.—To receive a normal certificate the student must complete the following subjects: Algebra, through Quadratics; Plane and Solid Geometry; Elementary Physics; Rhetoric; Psychology; General History; Latin Grammar and Prose Composition; Caesar, four books; Vergil, three books; Cicero, four orations; Constitution of the United States; Constitution of Arkansas; Zoology; Geology; Botany; Theory and Art of Teaching. Most of these subjects are sub-collegiate, but the course is required by law for a State Certificate. The State Superintendent cannot legally issue a certificate on the basis of a college examination, although it is far more severe than the State examination, but the completion of this course will prepare for the latter, and will indicate to the public the student's scholastic qualifications for teaching.

3. Bachelor's Degrees.—The sub-college prerequisites for all degrees are Courses *a* and *b* in English, History, and Mathematics, and Elementary Physics. The additional prerequisites for the degree of Bachelor of Arts are Courses *a* and *b* in Latin and Course *a* in Greek; for the degree of Bachelor of Science, Elementary Physiology; for the degree of Bachelor of Philosophy or Bachelor of Letters, Courses *a* and *b* in Latin. Since the prerequisites for the A. B. degree are the greatest, the amount of college work, 70, is

the least. Since the value of Course *a* in Greek is 3 and it is not required for the Ph. B. and Lit. B. degrees, college work valued at 73 must be taken for either degree. Since the value of Course *a* in Greek is 3, and of Courses *a* and *b* in Latin is 5, and they are not required for S. B., while Elementary Physiology valued at 1 is required, college work valued at 77 must be taken for that degree. However, when any sub-college courses which are not required for a degree are taken their values may be subtracted from the total of college work, provided that the amount of college work shall never be less than 68. This is not a lowering of the requirements, since sub-college courses are valued at much less for the number of recitations than are college courses, but it is a practical effort to deal fairly with students who have received different kinds of preparation, and to avoid discrimination either for or against certain subjects. For instance the S. B. student who has studied Latin for several years in some academy, may justly be permitted to take a little less college work than the student who knows nothing of Latin.

Thus it is hoped that all the degrees represent nearly the same amount of work, and are equally honorable, indicating not various degrees of effort, but merely different tastes and purposes. The required courses for each degree are intended to give a definite character to the degrees, while the electives afford opportunity for great variety or for a measure

of specialization in the student's maturer years. In the outlines below, the required studies, with their values, and the values that may be elected are indicated. In making up the electives a single course will be counted only when it is complete within itself. While 70 is the passing grade, yet no diploma or certificate is given unless the general average on all subjects is at least 75, and thoroughly acceptable work must be done on all required courses.

To take any degree the student must be of good moral character, must spend at least one year in Hendrix College, must write all essays required, and must prepare an oration or thesis under the following regulations. At the beginning of the Fall Term each Professor announces subjects connected with the work of his department. From these subjects each Senior is required to select, before November 1, a subject, and, under the direction of the Professor from whose list the subject is chosen, to prepare a thesis or an oration of not fewer than 1,500 words to be submitted to the Faculty by May 1, and when it is approved, to present to the Library for preservation a copy legibly written on paper of such style and size as may be selected for all. That Senior whose thesis or oration, in the judgment of the Faculty, shows the widest research, greatest originality, and best literary finish, shall have the honor of reading or delivering the production on Commencement Day. The Seniors shall, before November 1, choose one of their num-

ber as Class Orator to represent them at Commencement. Seniors are excused from ordinary term essays.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS.

DEPARTMENT.	COURSES.	VALUE.
English.....	I, 2, 3, 4, 5	8
Greek.....	I, 2, 3, 4, 5, 6, 7, 9	8
History	I, 2, 3	4
Latin	I, 2, 3, 4, 5, 6, 7, 9	8
Mathematics	I, 2	9
Philosophy.....	I, 2, 3	4
Physical Science.....	I, 3	8
Electives.....	.....	21
Total Value.....	.....	70

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE.

DEPARTMENT.	COURSES.	VALUE.
English.....	I, 2, 3, 4, 5	8
History.....	I, 2, 3	4
Mathematics	I, 2, 3, 4	12
Natural Science.....	I, 2, 3, 4	10
Philosophy.....	I, 2, 3	4
Physical Science.....	I, 3, 4	11
Political Science.....	2, 3, 4	4
Electives.....	.....	24
Total Value.....	.....	77

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF PHILOSOPHY.

DEPARTMENT.	COURSES.	VALUE.
Education.....	I, 2 or 4, 3	3
English.....	I, 2, 3, 4, 5	8
French.....	I, 2, }	8
or German.....	I, 2, }	
History.....	I, 2, 3, 4, 5, 6	8
Latin.....	I, 2, 3, 4	5
Mathematics.....	I, 2	9
Philosophy.....	I, 2, 3, 4, or 5	5
Physical Science.....	I, 3	8
Political Science.....	2, 3, 4	4
Electives.....		15
Total Value.....		73

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF LETTERS.

DEPARTMENT.	COURSES.	VALUE.
English.....	I, 2, 3, 4, 5, 6, or 7	10
French.....	I, 2	8
German.....	I, 2	8
History.....	I, 2, 3	4
Latin.....	I, 2, 3, 4	5
Mathematics.....	I, 2	9
Philosophy.....	I, 2, 3	4
Physical Science.....	I, 3	8
Electives.....		17
Total Value.....		73

N. B. As post-graduate work should be done in the genuine university, Master's degrees will no longer be conferred by the College.

RECITATIONS, EXAMINATIONS, AND REPORTS.

Each Professor instructs according to his own methods, but the usual method is by recitation of lessons assigned in the text-books, supplemented by lectures and original class work. The black-board is used with nearly all classes.

When a student is absent from recitation, or fails, he is marked o unless the lessons missed are made up as the Professor may require. The privilege of making up recitations is only granted to students whose excuses are previously approved.

A record of each student's scholarship and deportment is kept, and twice each Term reports are sent to parents.

Examinations, either oral or written, are given at the discretion of the Professors, but the regular time for examinations is the last week of each Term. The Term standing is found by taking the average of the daily and the examination grades. No student whose average on any subject falls below 70, on a scale of 100, shall be allowed to graduate, nor if the grade be higher, should the examination grade be under 70. Accuracy in the use of English is required in all examination papers. Students may pass on the subject matter and be conditioned on English. The condition will be removed only when satisfactory evi-

dence is shown that the deficiencies in English have been overcome. Students who fail to pass on any subject may at the option of the Professor, be required to pursue it again in class, or be re-examined. Before a student is permitted to stand a private examination, he must present the President's receipt for \$1, the amount fixed for an extra examination.

All deficiencies must be made up by Seniors before the beginning of the Third Term.

Students who have an average daily grade of 95 and who have not been absent more than 5 per cent of the time required for their classes, may, without examination, receive a passing grade, at the discretion of the several Professors, provided that no one may compete for any scholarship prize without standing all examinations.

Students making an average grade of 85 are considered distinguished and their names are published in THE MIRROR.

ESSAYS, DECLAMATIONS, AND ORATIONS.

During the session three declamations and three essays are required from each student. The dates are published in the Calendar.

Editorial work on THE MIRROR, Senior orations and theses and debates and orations on Washington's Birthday and in contests, are accepted in lieu of regular essays or declamation requirements, if due notice is given to the President.

All declamations, essays, orations, and papers, prepared by students for public delivery, must be submitted to the Faculty at least ten days before delivery, and then must be delivered as corrected.

GOVERNMENT.

The rules are made by the Faculty, consisting of the President and regular Professors, and discipline is administered by the President.

In the government of the College the President, conferring freely with the Faculty, has general oversight, while the Professors govern their respective class-rooms, and report to the President all infractions of rules and all disorders that come under their observation.

Knowing that the best disciplinary results can be secured by appealing to a student's sense of honor, and by imposing responsibility upon him, the Faculty adopt only necessary rules and require the active co-operation of all students in maintaining law and order. Wherever such a system of government has been used the results have been highly satisfactory, and the students of Hendrix College, whenever tried in this way, have shown themselves worthy of all confidence. The advantage of this system is not merely the admirable order secured among students, but it increases their manliness and self-respect and prepares them for self-government and the important duties of citizenship.

Young men who are not disposed to assume responsibility and submit to wholesome discipline, should not apply for admission. Kindly, helpful admonition will be given when students appear to be merely thoughtless or indolent, but should viciousness or lawlessness be discovered, the punishment will be prompt and severe, extending from demerits and public reproof to suspension and expulsion. Severe punishment, however, will be administered only when the highest interests of the whole school require it, on the theory that the reformation of the offender and the protection of the innocent are more important than the vindication of the letter of the law.

On account of their length, the rules and regulations are not published in the catalogue, but a Students's Manual, containing explicit rules is provided for each student, and a copy is sent to parents also, that they may be able to co-operate with the Faculty. Parents may rest assured that the rules are wholly for the student's good, and are founded on experience and common sense.

The report sent to parents will show, in addition to class-standing, the deportment of students as far as known, and special reports will be made whenever it is necessary.

MISCELLANEOUS INFORMATION.

EXPENSES.

Tuition in College classes, per term.....	\$20 00
Tuition in Sub-Freshmen classes, per term.....	15 00
Tuition in Preparatory classes, per term.....	9 00
Matriculation Fee, payable once each year.....	1 00
Term Fee, for use of Library and Reading Room, per term.....	1 00
Science Fee, except for Chemistry and Mineralogy, per term.....	1 00
Chemistry or Mineralogy, per term.....	3 00
Fee for Diploma.....	5 00
Fee for Certificate of Graduation in a School.....	3 00
Board at Tabor Hall (actual cost), per month.....	\$6 to 9 00
Dormitory Rooms (unfurnished), per month.....	\$1 50 to 3 00
Electric Light, per term.....	75 cents to 1 00
Fuel for Room, during winter, per month.....	75 cents to 1 50
Furniture for Room according to student's taste.....	\$10 to 20 00
Board, Room, Fuel, and Lights, in families.....	\$8 to 12 00
Laundry Work, per month.....	50 cents to 1 50
Books and Stationery, according to classes.....	\$5 to 12 00

In order that estimates may be easily made, the following tables are given, showing necessary expenses in the Preparatory, Sub-Freshman, and Collegiate Departments for the scholastic year:

	PREPARATORY.	SUB-FRESHMAN.	COLLEGIATE.
Fees	\$ 4 00	\$ 4 00	\$ 4 00
Tuition	27 00	45 00	60 00
Board.....	90 00	90 00	90 00
Books, about.....	7 00	12 00	18 00
Laundry	9 00	9 00	9 00
Total for the year.....	\$137 00	\$160 00	\$181 00

If a student belongs to the various student organizations, about \$5 more will be required, but the expense is voluntary, as no one is forced to unite with these organizations. In estimating school expenses the following facts should not be overlooked: Young men at home must spend money for clothing and incidentals; hence such things should not be considered a part of the *school* expenses, although they must be counted in calculating the amount that a student will require. No uniform is necessary, and economy in dress is encouraged.

The centrality and accessibility of the location make railroad expenses very moderate.

For a term of twelve weeks, *necessary* expenses may be reduced to \$48, and they should not exceed \$65, even when private board and collegiate courses are taken.

The school and boarding month is twenty-eight days, and the Term is twelve weeks, exclusive of opening and commencement week. The session is divided into three Terms.

Students taking irregular courses are charged tuition of higher course, if there are two or more studies therein.

Students may enter at any time, and are charged tuition from the beginning of the week in which they enter. Fees are due at the beginning of each Term, and no student may matriculate until they are paid. Tuition is payable at the beginning of each Term, but may be paid monthly.

No tuition is returned for absence during the last two weeks of any Term. Reduction may be made for two weeks' absence caused by sickness, or when cause can be shown for withdrawal, if, in the latter case, ten days' notice is given; and the amount is not less than one month's tuition. These restrictions are made because students are expected to enter for a Term, and the College is always ready to fulfill its part of the contract.

Board and room rent are payable monthly in advance and

are not refunded if, after beginning a month, a student changes before the end of that month; but when he has withdrawn from the College three-fourths of the balance will be returned.

In the absence of a special agreement students and boarding-house keepers must be guided in settlements by these regulations.

Free Tuition.—Children of itinerant preachers of the M. E. C. S. and young men preparing for the ministry of any evangelical church receive tuition free, but are expected to pay the regular fees and extras. To show that they are entitled to free tuition, all beneficiaries should present certificates from pastors or Quarterly Conferences.

TABOR HALL AND DORMITORIES.

As it is desirable that a student's fare be wholesome and abundant, yet inexpensive, and as these results can be secured only by boarding many together, the Trustees have wisely provided a dining hall, known as Tabor Hall (named in honor of Rev. E. A. Tabor), in which two hundred persons may take their meals.

The first story of this handsome two-story brick is used for a dining-room, and the students have effected a thorough organization for the purpose of securing cheap but wholesome fare under the most favorable conditions.

The tables will be carefully managed and board furnished at cost, from \$6 to \$8 a month. Board, including fuel, has never cost more than \$9, and has been as low as \$6.70.

This is no ordinary boarding-house, but the fare and service are far superior to anything usually found at colleges.

The second story of Tabor Hall is divided into ten rooms, and on either side are double rows of brick dormitories containing sixteen rooms. Each room is 12 x 16, is well lighted

and ventilated, and opens upon a veranda by which all are connected.

These rooms and others in cottages on the campus are rented to students for from \$2.50 to \$3.50 a month, including electric lights. Two students may occupy one room and furnish it according to their taste. Bedding and toilet articles may be brought from home.

By this arrangement students are not crowded together in large buildings, but each room is practically separate from all others and yet near enough for convenience, and the cost of board, room, and furniture will vary according to the taste and ability of each student.

Furniture costs from \$6 to \$20 per room, and may usually be sold at a small discount when students leave. If furniture is unsold, it must be left with the Proctor, who will be allowed ten per cent for selling when furniture is not handled, and twenty per cent when it is stored. If the room is needed, the furniture must be removed and stored, and all furniture unsold at the end of the first month of each term may be sold at auction. This arrangement is necessary to prevent the accumulation of unsalable rubbish.

A Proctor is appointed for the dormitories, and his duty is to protect the buildings and report to the President the condition of rooms. A damage deposit of \$2 is required of each occupant of a room, and this will be returned on presentation of the Proctor's certificate that the room is not damaged.

The occupant of a room at the close of a session may retain it for the next session by notifying the Proctor before Commencement Day; but if he is not present on Tuesday, before the first day of the Fall Term, he must deposit one month's rent in advance to hold the room. Students who write in advance for rooms should forward \$2 as a guaranty, to be forfeited if the room is not taken. Before he is allowed to occupy a room, a student is expected to sign an agreement specifying the terms of occupancy. Blanks will be furnished

by the Proctor and the agreement must be approved by the President.

PRIVATE BOARD.

While students are usually expected to room on the campus and board at Tabor Hall, yet, by special agreement with the President, a limited number may board at such private houses as may be approved by the Faculty. Only thoroughly reliable and respectable houses are endorsed, and the Faculty reserve the right to withdraw students at any time, if their conduct or the management of the house prove unsatisfactory. Several good families furnish excellent board at \$8 to \$12 a month.

THE ADMISSION OF WOMEN.

While Hendrix College is intended primarily for young men, yet its doors are open to young women who prefer the course of study and training offered in a strong college, and the rules are the same for all. However, whenever a woman is a member of the Faculty, she will be the special adviser of the young women.

No boarding house is provided for women, hence only such as may safely be allowed to board in private families will be admitted, and they should correspond with the President in order to secure suitable boarding places.

LIBRARY AND READING ROOM.

O. B. HARVEY, SENIOR LIBRARIAN.

A large, well lighted room on the second floor is used exclusively for the Library and Reading Room. Under the care of three student Librarians the room is kept open every

day from 8 to 12 in the morning and from 1 to 5 in the afternoon.

Works of reference and current literature are kept in the Reading Room section of the Library and may be used in the room by all students, but may not be removed except on written request approved by the President.

Books in the Library proper may be consulted on the shelves or carried away by holders of Library Pass Books. These may be secured on the payment of the Term fees and the deposit of a dollar.

The Library, including the Y. M. C. A. Library generously donated by the people of Conway, now comprises about 5800 bound volumes and 5000 pamphlets and unbound reviews and magazines. They include fifteen cyclopedias and the most important works on theology, history, biography, philosophy, politics, economics, education, criticism, poetry and fiction. The collections on education, history, and political subjects are unusually fine, and afford excellent facilities for source study. Many rare books have been secured. By purchase and donation from 500 to 1000 books are added each year.

Nearly all standard works are on the shelves, but as interest in special subjects increases, a wider range of literature is necessary and many books not readily obtained at the bookstores become desirable. There are hundreds of books in private libraries that are of no special value to their owners that would be exceedingly valuable to the College Library. Friends are urged to contribute to the growth of the Library any kind of books.

Many books regarded as utterly worthless are wanted, because they are necessary to the investigation of historical questions.

Valuable donations have recently been made by Mr. R. M. Gains and Revs. W. B. Johnsey, J. F. Carr, and J. J. Bond.

During the past year the following periodicals were kept on

file: *S. M. Quarterly Review*, *North American Review*, *The Forum*, *The Arena*, *Homiletic Review*, *Educational Review*, *Review of Reviews*, *Current History*, *Missionary Review*, *S. S. Times*, *Literary Digest*, *Independent*, *Chautauquan*, *The Century*, *Leslie's Monthly*, *Munsey's*, *Scribner's*, *American Journal of Sociology*, *Political Science Quarterly*, *Municipal Affairs*, *Normal Instructor*, *New England Journal of Education*, *Southern School Journal*, *Teacher's Institute*, *Scientific American* and *Supplement and Building Edition*, *Atlantic Monthly*, *Cosmopolitan*, *Nature*, *Success*, *Guntton's*, *Nashville Christian Advocate*, *New York Christian Advocate*, *St. Louis Christian Advocate*, *Arkansas Methodist*, *Arkansas Baptist*, *Youth's Companion*, *Arkansas Daily Democrat*, *Arkansas Daily Gazette*, and a score of college journals, and many country newspapers. Others will be added as the fund increases and as other publishers contribute. After serving their purpose in the reading room the most valuable periodicals are placed in the Library.

LABORATORY AND MUSEUM.

The Laboratory and Museum together occupy four large and well lighted rooms. The physical laboratory is fitted with cases for the storage of apparatus, of which there is a considerable assortment, such as, a sonometer, set of Quincke's tubes, seven-in-one apparatus, vibrating plates, radiometer, hydrometers, thermometers—maximum and minimum—barometer, galvanometers, dynamos, motors, compound microscopes, Wheatstone's bridge, rheostats, and a great number of minor pieces of apparatus. In the study of Astronomy the telescope is used. This is a good instrument of three-inch aperture, with powers ranging from 60 to 400. The physical laboratory is also furnished with tables and desks and is used as the recitation room for all classes in science.

For use in the subjects of Physiology and Anatomy a num-

ber of fine plaster models are found in the laboratory, as follows: Heart, heart—lungs—trachea, brain, eye, and ear. These models are constructed to show all the parts distinctly and are of invaluable aid to the student.

The laboratory also contains several fine anatomical charts and a skeleton.

The chemical laboratory communicates with the physical. This laboratory is completely equipped with a full stock of chemicals, glassware, balances, desks, constant water supply, and everything necessary for the acquirement of a thorough and practical knowledge of the subject. There is also a dark room in connection with the laboratory for use in photography.

Through the liberality of Mr. W. M. Clifton, of Morrilton, a second laboratory has been fitted up for the advanced work in Chemistry.

The museum is located on the second floor and is well furnished with cabinets, which contain the Zoological, Geological, and Mineralogical collections, all classified and well-fitted for instruction.

The Frank Parke Geological Cabinet, containing about a thousand mineral specimens, classified and consecutively numbered according to Dana's System of Mineralogy, will be found of great value to students of Mineralogy and Geology.

The Zoological cabinet is made up chiefly of reptiles, of which there is a considerable number, and the collection is being rapidly increased.

The purely geological specimens are chiefly palæontological.

During the summer of 1892 the Professor then in charge traveled in the Rocky Mountains, making collections. Special efforts are being made to secure collections illustrating the wonderful mineral resources, the flora, and fauna, of Arkansas. Friends throughout the State may render much aid by contributing specimens and natural curiosities of all

kinds, and their interest and assistance are earnestly solicited to make ours a representative Arkansas collection.

For use of apparatus and materials, fees will be charged in the science classes, as follows:

Chemistry and Mineralogy, each per term.....	\$3 00
Other classes, each per term.....	1 00

In addition to the above, every student in Chemistry is required to pay \$5 for a breakage ticket to cover the cost of all apparatus which he may break or damage. The unused portion of each ticket will be redeemed at the end of the year.

LITERARY SOCIETIES.

The Franklin and Harlan Societies have been thoroughly organized, are ably conducted by the students themselves, and afford excellent opportunities for social, literary and forensic improvement; and above all, they develop the student's powers of self-government and prepare him for the active practical duties of life.

The Faculty testify to the efficiency of these societies, and urge all students to become members.

In the Main Building each society has a large, comfortable hall, handsomely furnished. The members deserve great credit for their success in fitting up their halls so elegantly and comfortably.

THE STUDENT'S JOURNAL.

THE HENDRIX COLLEGE MIRROR is a forty-eight page monthly, edited by the students themselves. It contains editorials, local news, Y. M. C. A., religious and alumni notes, clippings from exchanges, literary articles by students, and

educational and other articles by the Faculty. It is a "Mirror" of the College life; but its literary and educational features make it valuable even to persons in no way connected with the College.

Editor-in-Chief, C. L. O'Daniel.

Business Manager, A. P. Reynolds.

Terms: One dollar per year in advance. A limited number of first class advertisements will be taken. Rates given on application. All business letters should be addressed to the Business Manager, and other communications to the Editor-in-Chief.

For the purpose of increasing the subscription list of THE HENDRIX COLLEGE MIRROR, the following proposition is made: Every student who secures subscribers to the MIRROR at the regular price will receive from the Business Manager a certificate for tuition equal to fifty per cent of the subscriptions secured. If the solicitor is entitled to free tuition his certificate shall be for board to the amount of forty per cent of the subscriptions secured.

THE YOUNG MEN'S CHRISTIAN ASSOCIATION.

Among the factors for good, the Y. M. C. A. takes high rank. It is officered by the best men in the College, has monthly business meetings, and devotional meetings every Sabbath. Nearly all the young men are members, and large numbers attend regularly. It is an association of young men for moral and spiritual improvement; its religious services are characterized by deep spirituality, and its members are the most active Christian workers. A large, well furnished room in the Main Building is used by the Association. At the beginning of each Term, a committee meets all trains to receive new students, and a reception is held in the Association Hall

to welcome them and bring them at once into cordial relations with the best elements of college life. The president for 1900-1 is C. W. Lester.

THE GYMNASIUM AND ATHLETICS.

The Gymnasium is a large, well-ventilated basement room, supplied with dumb-bells, Indian clubs, parallel and horizontal bars, etc. If possible, classes will be formed for drills in calisthenics and systematic gymnastics. No charge for tuition is made, hence all students are advised to join the classes and by regular exercise preserve good health and strengthen the body. With reasonable care and exercise a student should improve in health during his stay in college. As it is now generally conceded that the highest scholarship and greatest usefulness are almost impossible without vigorous health, the value of a good gymnasium is evident.

The bath-room in the basement may be used by any student on payment of \$1 a term, or \$2.50 for the year.

A large lot near the campus has been graded and arranged for an Athletic Field. Here, under the careful supervision of the College Athletic Association, outdoor sports will afford invigorating pastime, freed from vitiating influences.

A tennis club has been organized. Courts have been prepared near the Main Building, and many pleasant evenings are spent on them at this delightful game. The club will be continued. Membership fee, \$1.

Hereafter, if students show sufficient interest in athletics and make reasonable preparation for an exhibition of running, jumping, and other events, the afternoons of the first and third Declamation Days will be devoted to field sports. It is probable that several prizes will be offered.

LECTURES.

Professional lecturers and men distinguished in the various professions are from time to time invited to lecture before the students. Special lectures are also delivered by different members of the Faculty. Admission is usually free.

LECTURES FOR ACADEMIES AND
LITERARY CLUBS.

While the College does not offer regular "university extension" courses, yet academies or literary clubs desiring lectures on subjects related to any course offered in the catalogue, may usually arrange with the Professor in charge of a course to deliver a lecture or a series of lectures on his special subjects. In order to secure lectures application must be made early, since the Professors can leave the College only on convenient occasions and must have ample time to arrange the dates.

SCHOLARSHIPS FOR INSTRUCTORS.

In order to aid worthy students who expect to become teachers, the Faculty each year will appoint advanced students as instructors in English, History, Latin, Mathematics, and Chemistry. Each instructor is required to teach, under the direction of the President and Professor in charge of the Department, one of the lower classes and receives as compensation his tuition and room rent, but is expected to pay for fees and lights. Gráduates or advanced students from reputable schools may be appointed. In their applications which should be made before April 1, candidates for instructorships should state their educational qualifications and experience, and give reference to former teachers. Full information will facilitate selection. Appointments will be made about May 1. The tuition and room are the

least valuable part of the compensation, since the experience in teaching and the connection with the College should prove highly valuable to the student who is preparing to teach.

APPOINTMENT OF LIBRARIANS AND OTHERS.

The Proctor, three Librarians, and three Janitors receive compensation in tuition. These positions are given to students already in the College, who have demonstrated their ability and worth. Young men who have never been students of Hendrix College need not apply, but must enter the College and prove their fitness.

By the help of these and other positions many of the best students are working their way through college.

LIBERAL OFFER FOR BEST EXAMINATIONS.

The student, who, at the regular college entrance examination, makes the highest average on English, Mathematics, and History, shall receive free tuition for two years; provided, that at least five stand the examination. If ten stand, the second best shall receive one year's tuition, and other prizes may be given when the number of successful applicants is large. Additional prizes of a year's tuition each for the best examination in Latin and Greek shall be given to applicants who stand highest on those subjects; provided, that the students pass on the first three subjects. Thus it is possible for a student to secure free tuition for a full college course.

LIBRARIES FOR ACADEMIES.

A school library worth \$50 will be given to that school which sends the largest number (not less than two) of pay-

ing students who enter Freshman class.* Books worth \$25 will be given to the school whose students make the highest average grade on entrance examination at the College.

SCHOLARSHIPS FOR STUDENTS.

In each academy and high school the student, who, during a scholastic year, stands highest in his classes, will receive free tuition for one year on presentation of the principal's scholarship certificate. These scholarships are not transferable, but may be extended from year to year, if the holders are delayed in using them.

PRIZES.

Prizes for excellence in speaking, writing, and scholarship have been offered by friends of the College. The conditions of the contests are not published, but are announced to the students. The prizes are as follows, and for 1899 were awarded as indicated below. The awards for 1900 were not made when the catalogue was printed.

1. The Arkansas Methodist Oration Prize, for best original oration, to T. O. Summers.
2. The H. L. Remmel Essay Prize, for the best essay by a College student, offered by Hon. H. L. Remmel, to E. H. England.
3. The A. S. McKennon Scholarship Prize, for general scholarship in College classes, offered by Hon. A. S. McKennon, Clarksville, not awarded.
4. The MIRROR Literary Prize, for the best literary article in the HENDRIX COLLEGE MIRROR, to C. N. Clark.
5. The T. H. Ware Mathematical Prize, for the best work in Freshman and Sophomore Mathematics, offered by Rev. T. H. Ware, to J. B. Greeson.
6. The Preparatory Essay Prize, for the best essay by a Preparatory student, to T. R. Cook.

7. The Preparatory Scholarship Prize, for the best general scholarship among Preparatory students, to A. L. Hutchins.

8. Inter-Society Oratorical Prize, entitling the winner to contest for the State Inter-Collegiate Oration Prize, to W. N. Pittman.

LOCATION.

Conway is a thriving town of 1750 inhabitants, and is situated on the Little Rock and Fort Smith railroad, thirty miles from Little Rock. It is only seven miles from the geographical center of the State, and fifteen miles from the point where the three patronizing Conferences corner.

Being one mile south of a range of the Ozark Mountains, on the edge of a high rolling prairie, in an open grove of magnificent oaks, it is, by nature, one of the most beautiful and healthful towns in the State. It is seven miles from the Arkansas River, and there are neither swamps nor sluggish streams for many miles around. The surface slopes sufficiently for good drainage; and, since the soil is full of sand and gravel, and is underlaid with slate, standing water is unknown.

Being south of the mountains, Conway is subject neither to rigorous winters nor sudden climatic changes, so injurious to delicate constitutions, and yet its altitude precludes malarial influences and the fresh prairie breezes prevent the debilitating effects resulting from heat in places less favorably situated, though in higher altitudes.

The moral and religious influences are good. By special act of the Legislature the sale of intoxicants is prohibited within a radius of ten miles. There are five church houses, Southern Methodist, Baptist, Presbyterian, Lutheran, and Roman Catholic, and several other denominations have small organizations. A good public school with an enrollment of over three hundred, affords excellent opportunities for primary education.

The liberal donation of \$55,000 to secure the location of Hendrix, and of \$30,000 to secure the Baptist Female College, now completed and in successful operation, show the real spirit of Conway's citizens, and indicate their appreciation of higher education and their determination to secure its benefits. Thus the people are thoroughly identified with the College, and will give a hearty welcome to all who come among them in the same spirit. During the last ten years many substantial improvements have been made, clearly proving that Conway is fast becoming an ideal college town. After ten years' observation, Trustees, Faculty, and students are highly pleased with the new location.

THE CAMPUS AND COLLEGE BUILDINGS.

The campus, comprising thirty acres, is in the northern part of the town, about three-fourths of a mile from the depot. The railway, running north and south, cuts off a narrow strip on the west. This will be beautified and used as a park. Through the middle of the larger portion extends a beautiful, gently-sloping ridge, the highest ground in the town. All principal buildings are on this ridge and front toward the railroad, which is about one hundred yards away. On the south end of the campus the Main Building has been erected at a cost of \$30,000, and is a handsome, substantial, three-story brick, 124x96 feet, containing chapel, recitation rooms, library, laboratory, and Y. M. C. A. and society halls. Tabor Hall is a fine, two-story brick, 38x78, situated on the north end of the campus, and intended for a dining hall and dormitory. Its cost was about \$7,000. On either side of Tabor Hall are brick dormitories, and between it and the main building is the President's house. Several frame cottages were on the campus when it was selected. They have been moved together and improved, and now afford pleasant rooms for students.

The campus has been graded and sodded, walks and drives have been laid off, and a great variety of shrubs and shade trees have been planted. Naturally beautiful, the campus will be, when fully improved, a spot of unusual attractiveness.

A commodious bath-room has been fitted up in the basement, and is supplied with hot and cold water and all conveniences.

An electric light plant in the town furnishes light in the College and all the dormitories.

A telephone exchange promotes local convenience and gives connection with the principal places in the State.

COLLEGE LANDS.

Just north of the campus is a splendid tract of fifty acres, owned by the Trustees. This has been laid off in town lots with wide streets and alleys, and will be sold for the benefit of the College. Persons who wish to locate near the College will find these lots convenient and pleasantly situated. The agent, Rev. F. S. H. Johnston, will answer all questions concerning this property.

TO TEACHERS.

The normal course, the thorough instruction, the association with mature students, and the moderate expense offer many attractions to teachers. Nearly four hundred teachers have been in attendance during the past ten years, and many are now filling responsible places.

Special efforts are made to secure good positions for worthy teachers. School authorities may apply to the President for teachers in the full assurance that only the competent will be recommended.

TO NEW STUDENTS.

Bring certificates of character from your last teachers and your pastors. At the opening of the Fall Term, a committee, wearing the College colors, black and orange, will receive all new students as they arrive at the depot. Within twenty-four hours after arrival, report to the President and matriculate, and make no arrangements for board or room without consulting him. Failure to observe these requirements may prevent your admission.

TO PARENTS.

Notify the President before you send your sons, and give him full information about their advancement and habits. Provide them only with so much money as is necessary for tuition, fees, books, one month's board and a small amount for incidentals, and require them to render regular itemized statements of expenditures. *A liberal allowance without accountability will ruin the average boy.* If the progress of your sons is not satisfactory, communicate freely with the President, and when you wish to withdraw them, notify him by a personal letter.

TIME OF OPENING.

The next Term begins on Wednesday, September 26, 1900. Students expecting to attend should be here promptly to secure good boarding places, and to start at the beginning with their classes. The delay of even a few days may seriously interfere with the year's work. All should try to spend the full year at College, if possible, although students coming in at the beginning of the Second or Third Terms usually find no great difficulty in entering classes, as new subjects are taken up and new classes formed.

THE CHOICE OF A COLLEGE.

While parents and students are influenced in their choice of a college by various motives, there are certain leading considerations which should never be ignored. They are, in the order of their importance:

1. The moral and religious character of the Faculty and students, and of the community.
2. The fulness and thoroughness of the curriculum, the experience and culture of the Faculty, and their competency to do the work required.
3. The healthfulness and the accessibility of the location.
4. The probability of future commercial, political, and ecclesiastical association with fellow students.
5. The expense of tuition, board, and incidentals.

It is claimed with confidence that in every one of these points Hendrix College is the equal of any other College in the State, and that no other institution combines, in such a high degree, these essentials. Comparison of catalogues and records is invited.

For further information, address

PRESIDENT A. C. MILLAR,
CONWAY, ARK.

REGISTER OF STUDENTS FOR 1899-1900.

(When no State is mentioned it is understood that the residence given is
a County in Arkansas.)

SENIOR CLASS.

NAME.	COURSE.	COUNTY.
Anderson, Stonewall, Thesis: The Vindication of Our Faith.	A. B.	Sebastian
Bahner, Gustavus Lonsford, Faculty Representative, Thesis: The International Peace Conference at The Hague.	Ph. B.	Greene
Bond, James Leslie, Class Representative, Thesis: The Parliament of Man.	A. B.	Jefferson
England, Edward Hope, Thesis: Election of U. S. Senators.	Ph. B.	Faulkner
Greeson, Paul Hartwell, Thesis: Industrial Revolution in England.	A. B.	Faulkner
Howell, Lee Dismukes, Thesis: The Monroe Doctrine.	A. B.	Lafayette
Whaley, Norman Mayberry, Thesis: Political Achievements of the Nineteenth Century.	Ph. B.	Nevada
Witt, William Umsted, Thesis: The Present Status of Biblical Criticism.	A. B.	Faulkner

STUDENTS BELOW SENIOR CLASS.

(No attempt is made to classify, as the Elective System permits considerable irregularity in the arrangement of classes.)

Balmat, G. P.....	Faulkner
Barger, A. L.....	Johnson
Barger, H. H.....	Johnson
Benedict, M. V.....	Faulkner
Blankenship, A. P.....	Faulkner
Botts, G. W.....	Lonoke
Bradley, D.....	Lafayette
Burnett, S. K.....	Saline
Caldwell, C. J.....	Sebastian
Cantrell, W. K.....	Yell
Caplinger, A. B.....	Faulkner
Carter, C. B.....	Franklin
Cason, J. R.....	Jefferson
Cazort, W. S.....	Johnson
Colquette, D. H.....	Lincoln
Colson, W. E.....	Desha
Cox, J. B.....	Faulkner
Craige, A. G.....	Jackson
Croom, W. H.....	Yell
Crosby, J. T.....	Randolph
Cummings, C. E.....	Logan
Dunaway, M. E.....	Faulkner
Durham, R. G.....	Cross
Erbach, H.....	Faulkner
Eudaley, A. C.....	Lawrence
Fergeson, B. L.....	Faulkner

Foster, J. A.....	Clark
Gantt, J. E.....	Columbia
Gantt, N. J.....	Columbia
Geyer, C. A.....	Perry
Goode, J. E.....	Columbia
Graham, J. W.....	Union
Greeson, J. B.....	Faulkner
Griffin, J. H.....	Independence
Hamilton, A. J.....	Ind. Ter.
Hare, T. S.....	Cross
Hartley, M. L.....	Faulkner
Harvey, O. B.....	Jefferson
Hester, N. E.....	Sebastian
Hill, E.....	Pulaski
Hill, J. W.....	Woodruff
Holcombe, J. N.....	Conway
House, M.....	Faulkner
Hughes, S. T.....	Lee
Hunt, E. H.....	Johnson
Hutchins, A. L.....	Pulaski
Isgrig, F. A.....	Faulkner
Jackson, A. W.....	Greene
Jackson, W. B.....	Prairie
Joyner, E. P.....	Little River
Lafferty, E. E.....	Clark
Layton, W. E.....	Marion
Lester, C. W.....	Sebastian
Maçon, M.....	Pulaski
Mainard, E.....	Pulaski
Mason, E.....	Cleveland

Mathies, S. T.....	Ind. Ter.
May, J. D.....	Cleveland
McAndrew, H.....	Benton
McConnell, J. E.....	Franklin
McConnell, S. P.....	Sebastian
McCoy, E. L.....	Hot Spring
McHenry, G. S.....	Pulaski
Menard, W. T.....	Arkansas
Merritt, C. G.....	Ga.
Mock, R. L.....	Washington
Morden, V. E.....	Saline
Morton, S. F.....	Dallas
Murphy, G.....	Union
Murphy, N. V.....	Faulkner
Nance, H. L.....	Sebastian
O'Daniel, C. L.....	Lonoke
Oliver, W. L.....	White
Owen, H. M.....	Jackson
Paulman, A. E.....	Arkansas
Pittman, W. N.....	Garland
Rainey, W. A.....	Jefferson
Reed, J. B.....	Lonoke
Reynolds, A. P.....	Union
Reynolds, J. I.....	Faulkner
Richards, N.....	Pulaski
Riggin, A. M.....	Nevada
Roberts, K. T.....	Jefferson
Scanlan, A. E.....	Van Buren
Scott, E. W.....	Chicot
Seymour, J. D.....	Johnson

Sisk, B. P.....	Mississippi
Sisk, M. T.....	Mississippi
Smith, H.....	Washington
Snapp, W. L.....	Benton
Southwick, H. R.....	Conway
Sprigg, W. D.....	Jackson
Steed, W. M.....	Saline
Steel, A. P.....	Sevier
Steel, W.....	Sevier
Stephens, A. J.....	Van Buren
Summers, T. O.....	Faulkner
Thompson, E. C.....	Perry
Thompson, J. E.....	Lonoke
Thompson, W. T.....	Faulkner
Townsend, A. E.....	Saline
Townsend, E. A.....	Saline
Townsend, W.....	Pulaski
Trice, P. J.....	Monroe
Tucker, J. R.....	Faulkner
Tucker, M. E.....	Faulkner
Tucker, N. F.....	Faulkner
Umsted, M. A.....	Pulaski
Utley, J. S.....	Faulkner
Utley, W. A.....	Faulkner
Williams, W. S.....	Johnson
Wilson, C. F.....	Woodruff
Woolfolk, R. H.....	Arkansas
Wynn, J. C.....	Drew
Wynn, R. D.....	Cleveland
Wynn, S. J. T.....	Drew
Young, R. L.....	Lonoke

SUMMARY.

COUNTIES.	NO. OF STUDENTS.	COUNTIES.	NO. OF STUDENTS.
Arkansas.....	3	Lawrence	1
Benton.....	2	Lee	1
Chicot	1	Lincoln	1
Clark	2	Little River.....	1
Cleveland.....	3	Logan	1
Columbia	3	Lonoke	5
Conway	2	Marion	1
Cross	2	Mississippi.....	2
Dallas	1	Monroe.....	1
Desha.....	1	Nevada	2
Drew	2	Perry	2
Faulkner (non-resident)..	4	Prairie	1
Faulkner (local).....	20	Pulaski.....	8
Franklin.....	2	Randolph.....	1
Garland	1	Saline	5
Greene	2	Sebastian	6
Hot Spring.....	1	Sevier.....	2
Independence	1	Union	3
Jackson	3	Van Buren	2
Jefferson	5	Washington.....	2
Johnson.....	6	White.....	1
Lafayette.....	2	Woodruff	2

Vell 2.

STATES.	NO. OF STUDENTS.
Arkansas.....	122
Indian Territory.....	2
Georgia.....	1
Total.....	125

Local, 20; non-resident, 105. Males, 116; females, 9. Preparing for the ministry, 19. Teachers, 60.

TITLED GRADUATES.

(Of Central Collegiate Institute.)

- 1883: MISS ALICE MAHAN (Knight), M. E. L. Mena, Ark
 MISS JENNIE MONTGOMERY (Raynor), M. E. L. Lamar, Ark
 MISS LUCY RAGAN (Basham), M. E. L. Clarksville, Ark
- 1884: MISS LYDIA E. BURROW (Steel), M. E. L. (deceased) Richmond, Ark
 MISS EVA. M. OLIVER, M. E. L. Altus, Ark
 MISS CARRIE M. HOWELL (Bailey), M. E. L. Alma, Ark
- 1885: MISS MINNIE B. NICHOLS (Laser), M. E. L. Clarksville, Ark
 MISS J. IDELLA DANIELS (Hall), M. E. L. Paris, Ark
 MISS LIZZIE A. BURROW (Johnston), A. M. (deceased) Ozark, Ark
 MISS KATE E. ATKINS (Hill), A. M. Altus, Ark
 MISS SALLIE B. ATKINS, A. M. (deceased) San Marcos, Tex
- 1887: J. M. HAWLEY, A. B. Member of Little Rock Conference
 L. H. BURROW, A. B. Principal Morrilton High School
 MISS BELLE EAST (Wynn), M. E. L. Waterloo, S. C
 MISS LUELLA A. MILLER, M. E. L. Arkadelphia, Ark
 MISS ALENE A. MITCHELL, M. E. L. Chapel Hill, Ark
- 1889: W. F. HAYS, A. B. Attorney-at-Law, Tex
 F. W. MILLER, A. B. Principal of Arkadelphia High School

(Of Hendrix College.)

- 1890: M. HARWOOD (Reynolds), Ph. B. Conway, Ark
 L. ROBINS (Goddard), Ph. B. Ft. Smith, Ark
- 1891: A. DUNCAN (Durham), Ph. B. Plumerville, Ark
 G. C. MILLAR, A. B. (deceased) Professor in Hendrix College
- 1893: C. T. COTHAM, A. B. Principal of Monticello High School
 O. E. GODDARD, Lit. B. Member of Arkansas Conference
 J. H. HOUSE, Ph. B. Member of Arkansas Conference
 T. O. OWEN, A. B. Member of Little Rock Conference
 J. H. REYNOLDS, A. B. Professor in Hendrix College
 C. B. RIGGIN, A. B. Attorney, Junction City, Ark
 W. B. SANDERS, A. B. Business, Pine Bluff, Ark
- 1894: J. W. CLINE, A. B. Missionary to China
 B. EDMONSON (Cline), Lit. B. Missionary to China
 J. H. MCCULLOCH, Ph. B. Physician, Mayflower, Ark

- J. MCKIOW, Ph. B. Principal Manor (Texas) High School
 J. F. TOWNSEND, A. B. Teacher, Benton, Ark
 J. S. WILLBANKS, Lit. B. Member of Troy Conference
- 1895: J. M. HUGHEY, A. B. Principal of Orchard Hendrix Academy
 S. J. HUNT, A. B. Attorney. Pine Bluff, Ark
 S. MCCULLOCH (Twitty), Ph. B. Teacher in Yellville Institute
 M. MCKINNON, A. B. Teacher in Marvin Collegiate Institute
 M. VAUGHTER, Lit. B. Teacher in Conway School
- 1896: T. E. HELM, A. B. Attorney. Little Rock, Ark
 W. T. MARTIN, Lit. B. Principal of Wing High School
 S. MCCULLOCH (Twitty), Ph. M. Teacher in Yellville Institute
 J. MCCULLOUGH, A. B. Principal of Clarendon High School
 W. E. SIMPSON, A. B. Principal of Harrisburg High School
- 1897: H. H. BARGER, A. B. Teacher in Sloan Hendrix Academy
 O. L. DUNAWAY, Ph. B. Principal of Martinville School
 J. J. GALLOWAY, A. B. Member of Arkansas Conference
 W. B. HAYS, A. B. Member of White River Conference
 W. E. HOGAN, A. B. Professor in Hendrix College
 A. E. HOLLOWAY, Ph. B. Member of White River Conference
 M. HOUSE, A. B. Conway, Ark
 S. MCKINNON, Ph. B. Teacher in Wing High School
- 1898: W. T. BLOUNT, Ph. B. Principal of Fourche Valley High School
 W. R. GANTT, Ph. B. Business, Magnolia Ark.
 C. G. HUGHES, A. B. Principal of Center Point High School
 H. B. MCKENZIE, A. B. Law Student, Prescott, Ark
 S. MCKINNON, A. B. Teacher, Nashville, Ark
 T. D. WYNN, Lit. B. Principal of Devall's Bluff High School
- 1899: F. C. CANNON, A. B. Principal of Horatio High School
 O. O. FLORENCE, Ph. B. Teacher in Clarendon High School
 J. G. FRASER, Ph. B. Principal of Clinton High School
 N. J. GANTT, A. B. Adjunct Professor in Hendrix College
 J. D. HAMMONDS, Ph. B. Member of New Mexico Conference
 G. HOWARD, Ph. B. Morrilton, Ark
 F. HUTCHINSON, A. B. Member of Little Rock Conference
 P. E. LEIGH, Ph. B. Teacher, Conway, Ark
 A. H. PRINCE, Ph. B. Teacher in Spaulding Institute
 J. P. STEELE, Ph. B. Principal of Black Rock High School

HONORARY DEGREES.

- 1889: REV. J. W. BOSWELL, D. D., Assistant Editor "Christian Advocate"
 REV. J. H. RIGGIN, D. D. Member of Little Rock Conference

ALUMNI ASSOCIATION.

ORGANIZATION OF 1899-1900.

President	J. H. Reynolds, '93.
Vice-President	J. M. Hughey, '95.
Secretary	M. E. Vaughtner, '95.
Treasurer	G. C. Millar, '91.

ALUMNI PROGRAM.

TUESDAY, JUNE 19, 1900, 8:30 P. M.

Address	T. E. Helm, '96. Alternate, O. E. Goddard, '93.
History	Miss George Howard, '99. Alternate, J. M. Hawley, '87.
Senior Prophecy	A Junior, 1901.

All graduates are urged to attend the meetings of the Alumni Association, which are held at 3 P. M. on Tuesday of Commencement week.

Every member is requested at the beginning of each session to furnish the MIRROR Editor with data for Personal Notes, so that the Association may be fully informed concerning the fortunes of all its members.

The President of the College will appreciate communications that will enable him properly to revise the addresses and occupations of graduates for the catalogue.

COMMERCIAL DEPARTMENT.

ELISHA MASON, PRINCIPAL.

In this busy age a business education is almost indispensable, but it is best that it be secured in the atmosphere of the genuine college so that the student may come in contact with those who are giving and receiving a liberal education, in order that his outlook may be enlarged and his life be richer.

Hendrix College now offers all the advantages of the first-class business college, together with the Library, the Literary Societies, the moderate expenses, and the fine moral and intellectual influences of the literary college.

Book-Keeping.—The complete business course includes spelling, commercial arithmetic, business writing, correspondence, commercial paper, commercial calculations, commercial law, commission, business practice, banking, and book-keeping. Tuition, \$40, is payable on entering, which gives the student the privilege of attending regularly until he completes the course. Books and stationery necessary to complete the course, \$12.

Shorthand.—This course includes shorthand, type-writing, English course, and letter writing. Tuition, \$40, is payable on entering, which gives the student the privilege of attending until he finishes the

course. Books and stationery necessary to complete the course, \$8.

The two courses with books and stationery, \$90.

The time required to complete either course depends upon the ability, industry, and previous education of the student. It usually requires from three to six months.

Diplomas signed by the President and the Principal are granted to those who meet the rigid requirements; involving both principles and practice.

As board may be had in Tabor Hall or in private families at \$8 to \$10 a month and tuition is moderate, the cost of a commercial education is reduced to a minimum.

Commercial students are expected to pay the matriculation fee of \$1, required of all students, but they are exempt from the payment of Term fees, unless they wish to use the Library and Reading Room.

Part of the work may be done in the Commercial Department and part in the College, and the charges will be graduated according to the work done in each.

Fuller particulars of courses and expenses are given in a separate circular.

For the circular, or for fuller information on any point, address the President or the principal.

THE PREPARATORY DEPARTMENT.

Hendrix College is in hearty sympathy with all efforts to build up good high schools and academies, but, while so few schools in the state prepare students fully for college, a Preparatory Department at the College is a necessity.

In this Department young students are thoroughly prepared for the College, and older students whose course of study has been irregular, or whose early education has been neglected, find opportunities for making up past deficiencies, so that they may pursue the collegiate studies to greatest advantage.

No Professor is specially provided for this Department, but each college Professor, assisted by an Instructor, teaches such subjects as naturally lie below his higher classes. Thus two important results are secured: (1) Preparatory classes receive instruction from men who are specialists in their respective departments, and who are able to give to these classes the best methods and the latest and most thorough knowledge of the studies pursued, and hence can best prepare students to enter advanced classes; (2) the Professors become acquainted with each student on entering, and thus are better qualified to direct his future course, and to aid and sympathize with him in his whole college career.

As we cannot assume the care of very young boys

who are away from their parents, all non-resident students must be at least fifteen years old, and should be sufficiently developed in character to respond to a rational system of government.

Preparatory students under twenty-one years of age are placed under stricter discipline than are older and more advanced students, but the Faculty are unwilling to become responsible for mere boys whose parents and teachers have failed in their efforts at home and in elementary school.

The instruction is simple, but thorough, and fitting students for college is the special object of this Department. At the same time mature students who do not contemplate a collegiate course can find no better education.

The course outlined below is intended for mature students, who can finish in two years the work that is done in a high school in three or four years. Young students unless they are reasonably apt and diligent, will probably fail to complete the course in two years, but by taking fewer studies may finish in three years. Parents who send young boys should bear these facts in mind when their sons seem to do unsatisfactory work.

COURSES OF STUDY.

PREPARATORY CLASS.

English Grammar is studied throughout the year. A knowledge of elementary Grammar is a prerequisite.

History of the United States is studied daily throughout the First and Second Terms.

Civil Government takes the place of History for the Third Term.

Arithmetic. A class is organized each Term for students who are deficient in Arithmetic.

Algebra. Elementary Algebra is pursued daily through the First and Second Terms, and Higher Algebra through the Third Term.

Latin is begun, and a Beginner's Book is used during the First and Second Terms daily. During the Third Term easy narrative and selections from Caesar are studied.

Sub-Divisions of the Public Lands. A class is usually organized at some convenient time for teachers who are preparing for public examinations.

SUB-FRESHMAN CLASS.

English Grammar is reviewed by the use of some advanced work during the First Term. For the rest of the year Elementary Composition and Rhetoric together with American and English classics are pursued.

History. First Term, three times a week, Greek History; Second and Third Terms, Roman History.

Higher Algebra is continued through the Second and Third Terms.

Plane Geometry is begun in the Second Term and continued through the Third.

Latin. Caesar, First Term; Cicero, Second and Third Terms.

Greek is begun. A First Book is used through the larger part of the year. Xenophon's *Anabasis* is begun in the Third Term.

Science. Elementary Physics, First Term; Elementary Physiology, Second Term; Physical Geography, Third Term.

AFFILIATED ACADEMIES.

It has long been conceded that preparatory work can be done most successfully in schools organized and maintained for that purpose alone. Consequently the Trustees of Hendrix College wisely provided in their Constitution that separate academies under College control might be established. In order to insure their permanency and efficiency the following provisions were adopted.

The academy property must belong to the College Trustees. The principal must be nominated by the President and confirmed by the Trustees. A local Board confirms the Principal's nominations of assistant teachers and exercises advisory control. Patronizing territory embracing from two to five counties is secured to each academy and within this territory the College and the academy are pledged to co-operate in the largest measure. The College President visits each academy and the Principal is an advisory member of the College Faculty. Students may be fully prepared in an academy for Freshman or Sophomore class in the best colleges and universities, and are permitted to enter the Hendrix College classes on certificate without examination.

By these provisions the interests of the College and the academies and the several communities are close-

ly united, and they may readily co-operate for mutual up-building.

It is intended that these academies shall have such equipment and be so managed that they will be far superior to ordinary high schools, and thus will not interfere with the local interests of any community.

While the Trustees are not pushing academies upon any people, yet they will cheerfully entertain propositions from ten or twelve healthful, well located towns in Arkansas, if in each at least ten acres of land and \$10,000 in money for buildings and equipment are offered.

Academies have been established at Gentry, Imboden, and Mena. As buildings, equipment, and courses of study are substantially the same for all, they will be described below and points of difference will be mentioned in the proper place.

BUILDINGS. The Main Building is a very handsome and substantial two-story brick, containing a large, well-lighted and ventilated study hall capable of seating 200 students at single desks; and four recitation rooms and an office, besides numerous alcoves and wardrobes.

The Principal's House is a two-story frame, containing fourteen (or eighteen) large rooms. It is well built and furnished, and is intended for the Principal and family and for the younger students.

All these buildings are planned to secure the very best results in secondary school work.

EQUIPMENT. The school building is furnished with the best of desks and seats. Apparatus costing about \$300 is provided for use in teaching Elementary Physics, Physiology, and Physical Geography. The Library will contain over 1000 new books selected with special reference to the needs of a secondary school.

THE COURSE OF STUDY begins with the higher common school branches, and embraces all subjects required for admission to the Sophomore Class of Hendrix College, namely: English Grammar, Rhetoric, and Literature; Latin Grammar, Caesar, Cicero, Vergil, and Livy; Greek Grammar, Xenophon, Homer, and Herodotus; History of the United States, and of Greece and Rome; Civil Government; Arithmetic, Elementary and Higher Algebra, Plane and Solid Geometry, Plane and Spherical Trigonometry; Physics, Physiology, Physical Geography; French, German; and, in addition, Elocution, Music, and Book-keeping.

PURPOSE. It is intended that the school shall be a place where boys between twelve and eighteen years old may find the best mental and moral discipline while preparing for college.

While the Academy is intended primarily for boys, yet girls are admitted on equal terms.

ORCHARD HENDRIX ACADEMY.

HISTORY. In the fall of 1897 the authorities of the Kansas City, Pittsburg and Gulf Railroad, through their Land Commissioner, Mr. F. A. Hornbeck, and their General Townsite Agent, Mr. G. M. Craig, offered a ten-acre campus and the proceeds of the sale of one hundred lots in Gentry, (formerly called Orchard), Ark., to Hendrix College, if the people of the town would buy the lots. The land was speedily sold for \$10,000, and the money was spent in the erection and equipment of the necessary buildings.

While it is true that the Railroad Company is interested in the lands and the development of its territory, still its officers deserve great credit for the foresight and liberality of their method, and it is hoped that the prosperity of the school may amply justify their investment.

LOCATION. Gentry is a thriving town of five hundred inhabitants, situated on a plateau of the Ozark Mountains, at an elevation of nearly 1400 feet above the sea level. It is the highest point on the railroad between Kansas City and the Arkansas River, and has an excellent reputation for healthfulness. It is in the western part of Benton County, Arkansas, in the heart of the finest fruit country on the continent, and, although still a young town, is one of the largest shipping points for fruit in Northwest Arkansas. The Railroad Company has planted nearly 2000 acres

in apples just outside the town, and expects to make its orchard the largest in the world. This country is rapidly settling up with a thrifty class of farmers who easily make a living on a ten or twenty acre fruit farm.

CAMPUS. About one mile east of the business block, on a beautiful elevation overlooking the town and in full view of the Railroad, is the fifteen-acre campus. One-third is covered with a fine native growth of trees, and the rest is a bearing apple orchard, which will be preserved for the benefit of the Principal.

FACULTY. Rev. J. M. Hughey, A. B. (Hendrix, 1895), A. M. (Vanderbilt, 1898), is Principal. In addition to his thorough collegiate and university training, he has had much experience in the public schools, and was for two years associate principal of the Hinemon University School at Monticello. He has also been an instructor in two County Normals. He has three competent assistants.

OPENING. The Fall Term will begin Tuesday, August 28, 1900.

EXPENSES. Tuition and fees cost from \$26.50 to \$41.50 a session of forty weeks. Board in the Principal's Home will cost \$11 a month, and in private families may be had for \$7. Other expenses are very reasonable.

SUCCESS. Although the first session was remarkably successful, the second showed great improvement in the work done, and in the character and deportment of students. Without a Primary Department, 103 students were enrolled, of whom 58 were boarders.

INFORMATION. A circular giving fuller information may be had by writing to Principal J. M. Hughey, Gentry, Ark.

SLOAN HENDRIX ACADEMY.

HISTORY. In the spring of 1898 Rev. W. M. Wilson suggested to the people of Imboden the possibility of securing one of the Hendrix academies. The town was visited by representatives of the College and after mature deliberation plans were formed to secure property and raise funds for buildings and equipment. Capt. W. C. Sloan generously proposed to donate the campus and town lots to be sold for the purpose of providing the funds, and later gave much of the \$10,000 necessary to secure the Academy; hence the school has very appropriately been named in honor of him.

LOCATION. Imboden is a prosperous town of five hundred people situated on the hills overlooking the famous Spring River. It is in the northwestern part of Lawrence County on the Kansas City, Fort Scott,

and Memphis Railroad. The country is noted for blue grass, wheat, and fine springs, and is considered one of the most healthful sections in N. E. Arkansas. Spring River, having its origin in the celebrated Mammoth Spring, about twenty-five miles above, is a clear, swiftly flowing stream, which adds much to the picturesque beauty of the landscape.

CAMPUS. In the southeastern part of the town about one-fourth of a mile from the railroad station, at the end of the principal residence street, on a hill commanding a fine view of the town, the railroad, the river, and the distant hills, lies the six-acre campus, partly covered with native trees.

FACULTY. Rev. W. M. Wilson has been selected as Principal. In addition to his training in Hendrix College he has had considerable experience in public schools, and last year assisted in the Academy. He will be assisted by other competent teachers.

OPENING. The Fall Term will begin Sept. 11, 1900.

EXPENSES. Tuition and fees will cost from \$18 to \$45 a session. Board in the Home, which will be managed by the Principal and wife, will cost \$12 a month, and in private families from \$8 to \$10. Other expenses will be very reasonable.

INFORMATION. A circular giving fuller information may be had by writing to the Principal, Imboden, Ark.

BUILDINGS. The buildings were not ready for the opening last year, hence the attendance was small. Forty were enrolled, of whom eighteen were non-residents. The substantial buildings have been completed and everything is now in readiness for satisfactory work.

MENA HENDRIX ACADEMY.

HISTORY. The management of the Orchard Academy proved to be so satisfactory that the Arkansas Townsite Co., through Miss E. S. Mosher and Mr. S. F. Canterbury, made to the people of Mena and to Hendrix College a proposition that has resulted in the sale of over \$10,000 worth of property donated by the Townsite Company. The proceeds have been invested in buildings similar to the Orchard buildings (except that the Main building is of pressed brick) and in other equipment.

The officers of the Townsite Company are entitled to great credit for their second investment in a school enterprise, and it is hoped that the results will fully justify their wisdom and generosity.

LOCATION. Mena is located in Polk County in Western Arkansas, on a plateau nearly 1400 feet above the sea. It is the highest town between the Arkansas River and the Gulf, and is the half-way division between Kansas City and Port Arthur on the great K. C., P. & G. R. R. Although it is less than

four years old, Mena has had a marvelous growth, and now has a population of more than 5000. Its business is large, the growth has been substantial, and everything points to continued progress. Churches of nearly all denominations have been erected; a public school house and a new court house have been built; two parks have been laid out and beautified, and city water works will soon be in operation. The altitude guarantees health. The vast forest and mineral resources and the possibilities for fruit growing make Mena very attractive to men of enterprise. The Academy will furnish the higher educational facilities needed.

CAMPUS. About a quarter of a mile northeast of the court house on a hill 150 feet above the town is the campus of ten acres donated by the Townsite Company. A good driveway leads to the top of the hill, where the buildings stand in the midst of a stately grove. From this eminence the outlook over mountain and valley is truly inspiring.

FACULTY. Prof. G. W. Bruce, A. M., (Southwestern University), a man of large experience, has been elected Principal. He will be assisted by a full corps of teachers.

OPENING. The Fall Term will begin Sept. 4, 1900.

EXPENSES. Tuition and fees will cost from \$21 to \$41 a session. Board in the Principal's House will

cost \$12 a month and in private families from \$8 to \$12. Other expenses will be made quite reasonable.

BUILDINGS. Unfortunately the buildings were not ready for use until late last year, and yet the enrollment was forty-six. With everything complete next session promises success.

INFORMATION. A circular giving full information may be had by writing the Principal, Mena, Ark.

Mr. Jos. P. Landes, local agent of the Townsite Co., will give information concerning real-estate and business openings.

ACCREDITED SCHOOLS.

Believing that secondary schools may be stimulated by public recognition of their work, Hendrix College will publish in its annual catalogue a list of all schools which meet the requirements for admission to college classes. The following plan has been adopted to secure a proper understanding between the College and the schools that seek to be accredited.

1. Any school desiring recognition shall, before the first of February (earlier if convenient), through its principal or secretary, apply to the President of the College, asking for an inspection of its work and stating in the application the number of teachers and the course of study in its high school department.

2. As soon thereafter as possible the College will, at its own expense, send a member of the Faculty to inspect the school and report on its course of study and methods.

3. If the report is satisfactory, the school will be placed on the Accredited List in the College catalogue for the ensuing year.

4. Yearly thereafter the school will be expected, before the first of February, to report on blanks furnished by the College any changes in faculty, management, or course of study, and to give other information desired.

5. The school will be kept on the Accredited List without further visitation, unless the changes indicate the need of another inspection, but whenever practicable representatives of the College will visit the school.

6. If a school can not prepare students for college in certain subjects, but does satisfactory work in others, it shall be accredited for those that may be approved.

7. Students who bring certificates from Accredited Schools will, without examination, be permitted to enter classes for which the work indicated in their certificates has prepared them.

8. If a student received on certificate fails, after a reasonable time, to sustain himself in the College classes, his right to membership in the classes without examination will be withdrawn, and the school from which he came will be notified of his deficiencies.

9. If several students from the same school show serious lack of training the school may be dropped from the Accredited List until there are changes in its methods or management.

SUGGESTIONS. Examinations of the admission requirements found in the College catalogue will indicate the work that must be done in the secondary school to secure recognition. To avoid an unfavorable report, the principal of a school should be sure that his work will bear close inspection, before he calls for visitation.

Usually arrangements can be made with the College representative to deliver educational addresses to the school and community at the time of his visit. While the College does not offer "university extension" courses, yet, as far as practicable, it will furnish lecturers on special subjects whenever desired.

High school and academy principals are cordially invited to correspond with the College Faculty on questions of mutual interest.

SCHOOLS NOT ACCREDITED. Certificates from schools not accredited may be accepted in lieu of examinations, but students coming from such schools cannot be so fully assured of the value of their certificates, and the schools fail to secure that public recognition to which an accredited school is entitled.

LIST OF ACCREDITED SCHOOLS.

Amity High School, Amity, Ark.

SAMUEL M. SAMSON, PRINCIPAL.

For admission to Freshman Class in English, History, Mathematics, Physics, Latin, and Greek.

Clarendon High School, Clarendon, Ark.

J. MCCULLOUGH, PRINCIPAL.

For admission to Freshman Class in all subjects, except Greek.

Little Rock Conference Training School, Fordyce, Ark.

J. D. CLARY, PRINCIPAL.

For Admission to Freshman Class in English, Greek, History, and Physics; and for Sophomore Latin (except Livy), and Mathematics (except Algebra and Spherical Trigonometry).

Pine Bluff High School, Pine Bluff, Ark.

J. H. HINEMON, SUPERINTENDENT.

For admission to Freshman Class in English, Greek, History, and Physics; and in Latin and Mathematics something more than Freshman requirements.

Van Buren High School, Van Buren, Ark.

A. I. PEACHER, PRINCIPAL.

For admission to Freshman Class in English, History, Latin, and Mathematics.

Yellville Institute, Yellville, Ark.

S. R. TWITTY, PRINCIPAL.

For admission to Freshman Class in all subjects.

NOTE.—Several other schools applied for visitation, but on account of prior engagements of the President they could not be visited at the proper time. It is hoped that all that desire to be accredited will apply early next fall so that there may be ample time to arrange for visitation.

THE NEEDS OF THE COLLEGE.

While genuine college work has for years been done, it has been at a great sacrifice on the part of the Faculty and many departments have not been fully developed for lack of means.

During the last three years the debt, long threatening the life of the institution, has been provided for. Recently under the impetus of the Twentieth Century Educational Movement an endowment fund has been started which now amounts to about \$25,000. This should be increased to \$100,000 before this special effort ceases.

In order that Hendrix College may fulfil its mission adequately there should be:

(1.) Ten chairs endowed with \$25,000 each, total \$250,000. This invested at five per cent, (all that can be realized from safe permanent securities), would yield \$1,250 for each chair, about one-half the amount paid in strong colleges.

(2.) One large well-equipped Science Hall, costing \$25,000; or three small laboratories, Chemical, Physical, and Biological, costing from \$6,000 to \$10,000 each.

(3.) A fire-proof Library Building, costing \$25,000, and \$25,000 endowment to maintain the Library.

(4.) A Gymnasium, with equipment, costing \$5,000 to \$10,000.

(5.) Dormitories, worth \$20,000 to \$30,000.

(6.) Helping Funds for needy students, at least \$25,000.

(7.) General improvements costing \$10,000.

The real friends of Christian education are urged

to consider prayerfully these needs and to remember that these investments will be of a most permanent character.

While small gifts are fully appreciated, as oftentimes involving more genuine sacrifice than the larger, yet men of means are earnestly requested to plan for the endowment of a chair or the erection of a hall. Cash is not necessarily required, as arrangements for easy payments may be made.

Those who can give now should do so, as "he gives twice who gives quickly," but others should not in making their wills overlook the College.

Already several wills have been written in favor of the College.

Persons interested should communicate with the Twentieth Century Manager, Rev. F. S. H. Johnston, or Pres. A. C. Millar.

INDEX.

	PAGE.		PAGE.
Academy, Gentry.....	88	History of College.....	3
Academy, Imboden.....	90	Honorary Degrees.....	78
Academy, Mena.....	92	Instructors.....	63
Accredited Schools.....	95	Janitors.....	64
Admission Examinations.....	13	Journal.....	60
Admission Requirements.....	12	Laboratory.....	58
Affiliated Academies.....	85	Land.....	68
Alumni Association.....	79	Latin Courses.....	2
Athletics.....	62	Lectures.....	6
Bachelor's Degrees.....	43	Librarians.....	64
Beneficiaries.....	54	Library.....	56
Boarding.....	54, 56	Lights.....	55
Board of Trustees.....	8	Literary Societies.....	60
Buildings.....	68	Location.....	3, 4, 66
Calendar.....	2	Manual, Student's.....	51
Campus.....	67	Master's Degrees.....	47
Central Baptist College.....	67	Mathematical Courses.....	32
Central Collegiate Institute.....	3	Memorial Page.....	11
Certificates.....	41	Mena Academy.....	92
Change of Name.....	3	Mirror, The.....	60
Choice of a College.....	70	Museum.....	58
Colleges, Other.....	42	Natural Science Course.....	33
Commercial Department.....	80	Needs.....	98
Committees of Board.....	9	New Students.....	69
Control.....	7	Officers of Board.....	9
Counties.....	76	Orations, Senior.....	45, 49
Course of Instruction.....	17	Orchard Academy.....	88
Declamation.....	49	Outline of Courses.....	18
Degrees.....	42	Ownership.....	7
Departments.....	17	Parents.....	69
Discipline.....	50	Philosophy Courses.....	35
Dormitories.....	54	Physical Science Courses.....	36
Educational Courses.....	18	Political Science Courses.....	39
English Courses.....	19	Preparatory Department.....	82
Entrance Examinations.....	13	Prizes.....	65, 66
Entrance Requirements.....	12	Proctor.....	55
Essays.....	49	Purpose of College.....	5
Examinations.....	13, 48	Reading Room.....	56
Expenses.....	52	Recitations.....	48
Faculty.....	10	Register of Students.....	71
Fees.....	52	Reports.....	45
Free Tuition.....	54	Scholarships for Academies.....	64
French Courses.....	22	Scholarships for Instructors.....	63
Furniture.....	55	Sloan Academy.....	90
Galloway Female College.....	3	Tabor Hall.....	54
German Courses.....	23	Teachers.....	68
Government.....	51	Theses, Senior.....	45
Grades.....	45, 48	Time of Opening.....	69
Graduates.....	77	Trustees.....	8
Greek Courses.....	23	Value of Courses.....	44
Gymnasium.....	62	Women, Admission of.....	56
History Courses.....	26	Young Men's Christian Ass'n.....	66

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CATALOGUE
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REGISTER FOR 1900-1901
ANNOUNCEMENTS FOR 1901-1902

EIGHTEENTH
ANNUAL CATALOGUE
OF
HENDRIX COLLEGE
CONWAY, ARKANSAS

REGISTER FOR 1900-1901
ANNOUNCEMENTS FOR 1901-1902

1901:
PRESS OF CONWAY PRINTING COMPANY
CONWAY, ARKANSAS

COLLEGE CALENDAR FOR 1901-2.

1901.

Sept. 20.....	First Term begins.
Sept. 20-21.....	Entrance Examinations.
Sept. 29.....	Opening Sermon.
Sept. 30.....	Y. M. C. A. Reception.
Nov. 1.....	Subjects for Senior Theses selected.
Nov. 12.....	First Declamation Day.
Nov. 28.....	Thanksgiving Holiday.
Dec. 16-20.....	Examinations.
Dec. 21.....	Winter Recess begins.
Dec. 31.....	Second Term begins.

1902.

Feb. 11.....	Second Declamation Day.
Feb. 22.....	Joint Session of Literary Societies.
March 17-22.....	Examinations.
March 26.....	Third Term begins.
April 25.....	Third Declamation Day.
May 2.....	Senior Theses submitted.
June 9-14.....	Examinations.
June 15.....	Commencement Sermons.
June 16.....	Annual Meeting of Trustees.
June 16-17.....	Contests and Anniversaries.
June 18.....	Commencement Day.

HISTORY.

In 1883 the Arkansas Conference of the Methodist Episcopal Church, South, realizing the importance and the necessity of an institution of the highest collegiate grade, authorized its Centenary Committee to establish a College for men. The committee met at Altus, June 10, 1884, and purchased, subject to Conference ratification, the Central Collegiate Institute, from its owner, Rev. I. L. Burrow. This action was ratified at the ensuing session of the Conference. During the same year the Little Rock Conference became a joint owner, and in 1886 the White River Conference entered the alliance. Thus, wisely, were the interest and strength of the Church in Arkansas concentrated upon one College, with the purpose of making it worthy of the Church.

As there was no college for girls, Central Collegiate Institute for five years admitted both sexes on equal terms. When, in 1889, Galloway Female College was opened, the Trustees of the Central Collegiate Institute decided that, while women should not be excluded, the institution should be for young MEN; and that, on account of the work done and by virtue of its relation to lower schools, it should be a college. Accordingly, the name was changed to HENDRIX COLLEGE, in honor of Bishop E. R. Hendrix.

For several years the conviction had been growing in the minds of those who were in a position to understand the situation, that, although the College had done and was still doing a grand work, permanent success could be attained only in a stronger community, more centrally located. Hence, at their session in 1889, the question of location was considered by the three patronizing Conferences, and, by concurrent resolutions, the whole matter was referred to the College Trustees for final settlement. January 1, 1890, the Trustees, having met at Little Rock, after a full hearing of both sides, and after careful investigation of the claims of Altus, decided to receive propositions from towns desiring the College. March 19, 1890, at Little Rock, the Trustees received and considered propositions from seven towns; and, in consideration of centrality, a bonus of \$55,000, and other advantages, located the College at Conway. The property at Altus was sold, the College was transplanted, and in its new location has continued with increased vigor its important work.

PURPOSE.

Hendrix College, founded and maintained by a Christian Church, is intended to be in the highest sense a Christian institution. Complete education involves the spiritual nature and is best given in a

genuinely spiritual atmosphere, where religion is made the foundation of character; hence the College tolerates nothing that tends to weaken true Christian faith and expects the life and teaching of each Professor to exert a positive, elevating influence. The College seeks to gather together a body of choice young men whose lofty ideals and consistent walk will react upon each individual, thus purifying, strengthening, and enlarging the life of all. As far as possible, the morals of students will be carefully cultivated, and all reasonable safeguards will be provided to protect them from vice and immorality.

If their highest interests are duly considered, young men, leaving for the first time the sacred shelter of home, will not be committed to teachers whose skeptical views or careless life may destroy confidence in the faith and hopes of religious parents, but teachers will be found who endeavor, by precept and example, to lead ever towards the ideals of the Great Teacher, the Way, the Truth, the Life of the spiritual world.

In this intensely utilitarian age men virtually worship money, nor will they cease until convinced that there are nobler and purer shrines. Not mere money-changers, but true men are needed; hence the course of study and the discipline at Hendrix College are intended to provide that thorough education which alone fully prepares for the stern duties of a progressive age. The world's bustling activity calls for practical education, but the best thought refuses to pander to

the tendency to regard as practical that alone which produces money and is measured in dollars. Education is only truly practical that produces genuine men. The type of manhood is the proper standard by which to estimate the value of any system of training. That education, which, ignoring culture, burdens the mind with tables and technical terms, simply because these may be useful in business or profession, is not practical and beneficial, but injurious in the extreme. Education founded upon all that is worthy in Science and Literature, giving development to mind and heart, building strong by building deep and broad, is truly practical. The student who has by hard thinking learned to think, not merely to memorize, who has acquired self-mastery, who has established his character upon eternal principles, is the man who will be felt as a power for righteousness, wherever he may be. To make strong, manly, Christian men, cultured in mind and heart, ready for service, loving God and fellow man, is the object for which Hendrix College has been founded and maintained.

OWNERSHIP AND CONTROL.

Hendrix College is owned by the Arkansas, Little Rock, and White River Annual Conferences of the Methodist Episcopal Church, South, and is controlled through a Board of Trustees composed of eighteen

members, six (three clerical and three lay) from each Conference, appointed in such a manner that the term of one member from each Conference shall expire at the end of every Conference year. The property belongs in fee simple to the Church, and by concurrent resolution of the Conferences, the Trustees are forbidden to contract any debt for which the College property shall be liable. Thus after the present debt (now provided for) has been extinguished, the property will be absolutely safe. As the usefulness of the College may be greatly multiplied by liberal endowment and larger equipment, the friends of Christian education are urged to place more abundant means in the hands of the Trustees.

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ENTRANCE REQUIREMENTS.

AGE.—No student under fifteen will be received unless he is under the immediate care of an older relative. For several years few students have been under sixteen, and the average age has been nearly twenty-one.

CHARACTER.—Only students of good moral character are admitted. Certificates or recommendations from former teachers and from ministers or others who are well known in their respective communities should be presented.

SCHOLARSHIP.—The preparation of students who seek admission to the Freshman class will be ascertained in the following manner:

1. A student who brings a certificate from the principal of an accredited school will be permitted, without examination, to enter classes for which his certificate shows he is prepared. If at the end of one month he has failed to sustain himself, he will be conditioned and may be required to make up deficiencies in a sub-college class.

2. If a student prefers to be examined before coming to college, questions will be sent to his County Examiner; provided that the student applies to the President two weeks before the date fixed for the ex-

amination, indicating his preparation and the subjects on which he wishes to stand, and forwards one dollar to cover expenses of preparing questions. The applicant shall pay the Examiner's fees, and the Examiner shall certify that the examination has been conducted as required in letter of instructions.

3. If a student does not present a certificate and has not been previously examined, he will be examined at the College on Friday and Saturday at the opening of the Fall Term, or he may stand the regular examinations with sub-college classes. Examinations begin at 9 A. M., Sept. 20, in Room 4.

SUBJECTS.—All candidates for degrees are examined in English, History, Latin, Mathematics and one elementary Science. Examinations in Greek, French, German, and elementary Sciences are offered to students who expect to take courses requiring them.

The amount and kind of work and the time which should be given in an academy to each subject to prepare for Freshman Class, are indicated in the following outline.

1. ENGLISH.—Candidates for admission to the Freshman class in English are expected to show a knowledge of English grammar, some proficiency in English composition, and an acquaintance with English Literature such as may be obtained from a careful study and reading of the books given in the lists below.

Grammar.—Reed & Kellogg's Higher Lessons in English, and Meiklejohn's, Longman's, Allen's, and Kittredge & Ar-

nold's grammars are recommended. Too much stress cannot be given to this work in the secondary schools of the State.

Composition.—Ability to write clear and correct English is expected of all students who present themselves for admission to the Freshman Class in English. The proper preparation of this work includes constant practice in writing, based upon some elementary text-book in composition and rhetoric. Carpenter's *Elements of Rhetoric and English Composition*, or Hill's *Foundations of English* is recommended. Students whose work is seriously defective in spelling, grammar, punctuation, sentence structure, or division into paragraphs will be required to enter one of the preparatory classes in English.

Literature.—Two lists of books are given, one for Study and Practice, the other for General Reading. The examination on the books for Study and Practice pre-supposes the thorough study of the books named, and will be upon subject matter, form and structure. The books required for General Reading are to be read out of class. The candidate will be expected to show a general knowledge of the subject matter, and to answer simple questions on the lives of the authors.

The following are the books for 1901, 1902, 1903 and 1904. Equivalents will be accepted.

A. For Study and Practice: Shakespeare's *Macbeth*; Milton's *Lycidas*, *Comus*, *L'Allegro* and *Il Penseroso*; Burke's *Speech on Conciliation with America*; Macaulay's *Essays on Milton and Addison*.

B. For General Reading: 1901 and 1902.—Shakespeare's *Merchant of Venice*; Pope's *Iliad*, Books I, VI, XXII and XXIV; The Sir Roger de Coverley Papers in the *Spectator*; Goldsmith's *Vicar of Wakefield*; Coleridge's *Ancient Mariner*; Scott's *Ivanhoe*; Cooper's *Last of the Mohicans*; Tennyson's *Princess*; Lowell's *Vision of Sir Launfal*; George Eliot's *Silas Marner*. 1903 and 1904.—Addison's *Sir Roger de Coverley Papers*; Carlyle's *Essay on Burns*; Coleridge's *Ancient Mariner*; George Eliot's *Silas Marner*; Goldsmith's *Vicar of*

Wakefield; Lowell's Vision of Sir Launfal; Scott's Ivanhoe; Shakespeare's Merchant of Venice; Shakespeare's Julius Caesar; Tennyson's Princess.

To prepare thoroughly for Freshman Class, students in high-schools and academies, after doing elementary work in English, should spend at least three years on the work outlined above.

2. HISTORY.—United States. Barnes, Montgomery, or Eggleston will serve to suggest the amount of preparation.

Civil Government.—Some work like McClary, or Rhoton and Galbraith should be completed. Both state and national governments should be studied.

General History.—A General History, such as Myers, Fisher, or Barnes, should be mastered; or a Greek History, like Myers, or Oman, and a Roman History, like Myers and Allen; or a History of England, like Montgomery's, may be substituted for Greek History.

In the high school one year should be given to United States History; five months to civil government; and one year to General History, or to Roman History and Greek or English.

A fair knowledge of both ancient and modern Geography is presumed and may be tested in history examinations.

3. LATIN.—Caesar, four books; Cicero, four orations against Catiline; Vergil, four books, including Latin metre and versification; Latin Composition; Roman Mythology; translation of simple sentences and of connected English prose based on Caesar and Cicero.

In the high school, forms and rules should be thoroughly learned, and, in connection with both reading and prose, Latin Syntax should be carefully studied. Special attention should be paid to the etymology of English words derived from Latin roots and to the acquisition of as large a vocabulary as possible. The quality of the work rather than the

amount read is the desideratum. In the high school three or four years should be given to this work.

4. MATHEMATICS.—Arithmetic, Ray's Third Part or its equivalent.

Algebra: Factoring, L. C. M., G. C. D., Fractions, Simultaneous Equations, Involution, Evolution, and Quadratics.

Geometry: All of Plane Geometry; ability to demonstrate theorems and to do original work.

In an academy or high school, such a book as Ray's Third Arithmetic should be mastered; one year should be given to Elementary Algebra (Milne, or its equivalent); one year to Complete Algebra (Wentworth, or its equivalent) and a year to Geometry (Wentworth, or its equivalent).

5. PHYSICS, PHYSIOLOGY, PHYSICAL GEOGRAPHY, BOTANY.—Any one of these four subjects may be offered for entrance. In the high school from six months to a year should be given to each subject—much of the time being devoted to experimentation. Such texts as Twining's Elementary Physics, or Gage's Elementary Physics, Martin's Human Body (Briefer Course), or Hutchinson's Elementary Physiology, Bergen's Foundations of Botany, and Davis's Physical Geography should be used.

6. GREEK.—First Greek Book (White, or its equivalent); Anabasis, about one book; Prose Composition (Pearson) based on the Anabasis read.

In the high school about fifteen or eighteen months should be given to Greek. The student should be well versed in Greek inflections and Syntax and be able to translate with ease into Greek easy prose based on Xenophon, or such as is found in Collar and Daniell's Beginner's Greek Composition.

7. FRENCH.—Thorough knowledge of the forms, familiarity with the principles of syntax, ability to translate easy English prose into French, and the reading of 300 or 400 pages of easy prose, are required.

8. GERMAN.—Thorough knowledge of the forms, familiarity with the principles of syntax, ability to translate easy English prose into German, and the reading of 200 or 300 pages of easy prose, are required.

High school students may prepare in French or German in one year if they are mature and well advanced in other subjects, otherwise two years will be necessary.

DEPARTMENTS AND COURSES OF INSTRUCTION.

The work of the College is divided among the following Departments: Education, English, French, German, Greek, History, Latin, Mathematics, Natural Science, Philosophy, and Political Science.

Usually a subject to which one recitation a week is given throughout the year has a value of one; or three recitations a week for one term give a subject a value of one. Unless it is otherwise stated, courses should be pursued in the order in which they are placed in the outline. In making up electives any course which is complete in itself may be counted, subject to conditions named in the course. Alternative courses are offered in such a manner that, without increasing the work of the professors, students by proper election may pursue both courses. The requirements for a degree are given after the outline of

the courses. The figures in parentheses indicate the number of hours a week given to the recitations of the respective classes.

OUTLINE OF COURSES.

EDUCATION.

PROFESSOR REYNOLDS.

1. HISTORY OF EDUCATION.—Brief survey of ancient and mediaeval systems, followed by more intensive study of modern reformers, such as Comenius, Rousseau, Pestalozzi, Herbart, Froebel, and Mann. Texts: Painter and Boone. For Juniors. (2.) First term.

2. EDUCATIONAL PROBLEMS.—In this course the rural school problems, secondary education, college and university problems, colored schools, and normal school problems, are examined critically. No text is used, but a printed bibliography, giving detailed references to some two hundred volumes in the library, is placed in the hands of each member of the class. The course is largely source study. All subjects are related to the present conditions in Arkansas. For Juniors. (2.) Second term.

3. SCHOOL MANAGEMENT AND METHODS.—The subject matter of this course is classification, incentives, governing power, punishment, tactics, methods, etc. The relation of school government to the formation of character and the social obligations of the public schools are studied. For Juniors and Irregulars. (2.) Third term.

4. PHILOSOPHY OF EDUCATION.—With some book like Rosenkranz as a text, the class will study the philosophy of

The various systems of Education. For Juniors. (2.) Third term.

ENGLISH.

PROFESSOR REED.

1. RHETORIC.—The theory of rhetoric, with practical exercises illustrating and applying the principles of the text. Practical skill in writing is gained from the preparation of weekly themes and fortnightly essays. Text-book, New-comer's Elements of Rhetoric. For Freshmen. (2.) Throughout the year.

2. INTRODUCTION TO ENGLISH POETRY.—This course aims to acquaint students with the elements of poetic form, and to help them to an intelligent interest in poetry. The spiritual or deeper meaning in poetry is emphasized. Text-book, Pan-coast's Standard English Poems. For Freshmen. (1.) Throughout the year.

Parallel reading for Freshmen: Carlyle's Heroes and Hero Worship; De Quincey's Confessions of an English Opium-Eater; Ruskin's Sesame and Lilies; Dickens's Old Curiosity Shop; and Thackeray's Vanity Fair.

3. ENGLISH COMPOSITION. ADVANCED COURSE.—Narration, description, and exposition. A study of principles and models. A theme each week, and six essays during the term. Text-books: Fletcher & Carpenter's Introduction to Theme-writing; Brewster's Specimens of Narration; Baldwin's Specimens of Prose Description; and Lamont's Specimens of Exposition. For Sophomores. (3.) First term.

4. PRINCIPLES OF LITERARY CRITICISM.—The purpose of this course is two-fold: (1) To cultivate in students a critical appreciation of literary beauty; and (2) to help them to discover facts for a science of literary criticism. The course will be

particularly helpful to those who expect to make a special study of literature, and serves as an introduction to courses 5, 7, 8, and 11. Winchester's *Principles of Literary Criticism* is used as a basis of work. Collateral reading will be assigned. For Sophomores. (3.) Second term.

5. CHAUCER, MILTON, AND BACON.—Reading and study of the Prologue and selections from the *Canterbury Tales*, parts of *Paradise Lost*, and selected essays from Bacon. Text-books: Corson's *Selections from the Canterbury Tales*; Rouse's edition of *Paradise Lost* (Macmillan); and Wright's edition of *Bacon's Essays*. Parallel reading in these authors will be assigned. For Sophomores. (3.) Third term.

6. ARGUMENTATION. ADVANCED COURSE.—A critical study of the principles of argumentation, with preparation of briefs and argumentative essays. Text-book, Baker's *Principles of Argumentation*. For Juniors and Seniors. (3.) First Term.

7. SHAKESPEARE.—Four or five plays are read and discussed in class and about twice as many are assigned as parallel reading. The plays are so selected as to illustrate the author's range and the variations of his art in the successive periods of his life. Constant reference is made to the critical works of Moulton, Dowden, Corson, and Snider. Papers by the class. The Arden edition of Shakespeare is used. For Juniors and Seniors. (3.) Second term.

8. THE ROMANTIC MOVEMENT OF THE EIGHTEENTH CENTURY.—A study of English Poetry from about 1760 to 1830. Reading and interpretation of representative poems of Burns, Wordsworth, Coleridge, Byron, Shelley, and Keats. Lectures on the cause and significance of the Romantic Movement in literature. Papers by the class on work suggested by the course. Any complete edition of the poets studied may be used as texts. Parallel reading will be assigned. For Juniors and Seniors. (3.) Third term.

9. ANGLO-SAXON.—Grammar, and reading of selections from Anglo-Saxon prose and poetry. Text-books: Cook's First Book in Old English; Bright's Anglo-Saxon Reader. For Seniors and Juniors. (3.) First term.

10. PROSE WRITERS OF THE NINETEENTH CENTURY.—Special attention is given to the writings of De Quincey, Macaulay, Thackeray, Carlyle, Ruskin, and Newman. Selected essays from these authors are read, and considered both in reference to their substance (the topics treated and the light they throw upon contemporaneous history) and to their style. Clark's study of English Prose Writers is used as a basis of work. Papers by the class. Parallel reading will be assigned. For Seniors and Juniors. (3.) Second term.

11. ENGLISH LITERATURE OF THE VICTORIAN ERA.—Tennyson, Browning, and Matthew Arnold. Representative poems of these authors are read and discussed in class. Lectures on the principal movements in literature during this period. Parallel reading will be assigned. Text-books: Corson's Introduction to Browning, and any good edition of Tennyson and Matthew Arnold. For Seniors and Juniors. (3.) Third term.

FRENCH.

PROFESSOR REED.

1. Grammar (Edgren), including all the forms and the principal irregular verbs. Reading of about two hundred pages of easy prose. Pronunciation, composition, and sight-reading. This course, or its equivalent, is required for admission to the Freshman class, unless German or Greek is offered instead. When taken as a college elective it has a value of three. (4.) Throughout the year.

2. Careful reading, in class, of the best productions of

classic and modern writers, such as Corneille, Moliere, Racine, Dumas, Hugo, Balzac, Lamartine, Vigny, Gautier. Parallel reading, sight-reading and composition. The authors and books read are varied from year to year. (3.) Throughout the year.

3. Extensive reading of the larger and more difficult works of the best authors. Study of French Literature. Writing of essays and critiques in French and English. Parallel reading will be assigned. (2.) Throughout the year.

This course will not be given unless as many as three elect it.

GERMAN.

PROFESSOR HOGAN.

1. Grammar (Joynes-Meissner), Part I. Reading of about one hundred and fifty pages of easy prose. Composition and sight-reading. This course, or its equivalent, is required for admission to the Freshman class, unless French or Greek is offered instead. When taken as a college elective it has a value of three. (4) Throughout the year.

2. Careful reading, in class, of the best authors, such as Goethe, Schiller, Lessing, Freytag, Heine. Parallel reading, sight-reading, and composition. The authors and books read are varied from year to year. (3.) Throughout the year.

3. Extensive reading of the larger and more difficult works of the best authors. Study of German Literature. Writing of essays and critiques in German and English. (2.) Throughout the year.

This course will not be given unless as many as three elect it.

GREEK.

PROFESSOR SHANNON.

1. ELEMENTARY GREEK.—White's First Greek Book; An-

abasis; Pearson's Greek Prose Composition; Goodwin's Greek Grammar. This course is required for admission to the Freshman class, unless French or German is offered instead. When taken in college as an elective it will count only as a three hour subject. (4.) Throughout the year.

2. SECOND YEAR GREEK.—Xenophon, *Anabasis*; Homer, *Iliad* or *Odyssey*; Prose Composition; Grecian Mythology. As the main object of this year's work is to train students in the reading of Greek, much attention is given to grammatical forms and constructions, and to the acquisition of a good Greek vocabulary; sight translation is constantly practiced. Some collateral reading, especially in connection with the study of Homer, is required. (3.) Throughout the year.

3. THIRD YEAR GREEK.—Lysias, Plato, and Euripides or Sophocles; collateral reading in English. This course is made the basis for a general study of oratory, philosophy, and the drama as developed among the Greeks. Particular attention will be given to the life, character, and teachings of Socrates, and to the social and political condition of Athens. (3.) Throughout the year.

The following courses are offered for the benefit of those who may wish to pursue the study of Greek beyond the third year. They will be given in alternate years so that students who so desire may take both years' work.

4. Homer, selected books of the *Odyssey*. For rapid reading. (2.) First term.

5. Euripides and Sophocles, selected plays. (2.) Second and third terms.

6. In harmony with the above courses optional work will be offered on the Homeric Question, and the Origin and Development of the Greek Drama. Instruction will be by lecture, and students will be given themes for investigation.

7. Demosthenes or Aeschines. (2.) First term.

8. Plato, selected portions. (2.) Second term.
 9. Aeschylus, Agamemnon. Introduction to text criticism. (2.) Third term.
 10. History of Greek Literature, with lectures on its relation to the political and social life of the people. Themes for investigation by students. Optional. (1.)
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HISTORY.

PROFESSOR REYNOLDS.

1. EUROPE FROM 476 TO 1789.—Contributions of Rome to the civilization of the world; dissolution of the empire; migrations of the Germanic peoples; the influence of the Church in reorganizing society; the growth of the Papacy; the Holy Roman Empire and its struggle with the Papacy. Reformation; religious wars; absolutism; struggle for constitutional government in England; colonization policies of European States; France under Louis XIV. Text-book, with daily reference to the library. Full notes required. For all Freshmen. (2.) Throughout the year.

2. FRENCH REVOLUTION AND EUROPE IN THE NINETEENTH CENTURY.—Antecedents of the Revolution; constitutions; work of Napoleon; development of national consciousness in Europe; reaction; Congress of Vienna; the Bourbons; Revolutions of 1830, 1843, and 1870; unification of Italy; unification of Germany; democracy in England; Eastern questions; partition of Africa. Text-book with daily reference to the library. Note book required. For Sophomores. (2.) Throughout the year.

3. CONSTITUTIONAL HISTORY OF ENGLAND.—This course emphasizes the growth of the English kingship, judiciary, Cabinet, and Parliament; the spirit and life of movements as well as their constitutional products. The texts of constitu-

tional documents are studied. Abstract of parallel readings required; commentaries compared; and institutions discussed. For Seniors. (3.) First term.

4. CONSTITUTIONAL AND POLITICAL HISTORY OF THE UNITED STATES TO 1829.—Relation of Colonies to mother country; their government; their constitutional development; efforts at union; the Constitution; contests between federal authority and states' rights; establishment of federal authority—money, tariff, foreign policy, internal improvements, judiciary, national bank, war of 1812; national democracy. Text-book with library work. For Seniors. (3) Second term.

5. CONSTITUTIONAL AND POLITICAL HISTORY OF THE UNITED STATES FROM 1829 TO 1860.—Continuation of Course 4. Beginning with the popular sovereignty idea of Jackson, the class studies the rising power of the West, nullification, war on the bank, wild-cat banking, the contest over slavery—Texas, Mexican war, organization of federal territory, struggle in Kansas; war of secession. For Seniors. (3.) Third term.

Courses 3, 4, and 5 were given in 1900-1 and are offered for 1902-3.

LATIN.

PROFESSOR SHANNON.

1. Livy, selected books; History of Roman Literature. For Freshmen. (3.) First term.

2. Pliny or Cicero, selected letters. Pliny's letters are studied for their purity of style and language, and for the light they shed upon contemporary history, society, and literature. Those of Cicero are of surpassing interest for the view given of the private life of their author. For Freshmen. (3.) Second term.

3. Horace, Satires and Epistles. The Satires are studied

for the light they throw on Roman social life and character in the time of Horace, and as illustrating a characteristic, as well as the most original type of Latin poetry. For Freshmen. (3.) Third term.

4. Horace or Catullus, Carmina. These are studied chiefly from a literary point of view as illustrating the highest excellence of Roman Lyric Poetry. The metres, historical relations, and mythology also receive attention. For Sophomores. (3.) First term.

5. Tacitus, Agricola and Germania. Attention is directed to this author's style, to his methods as a philosophical historian, and to his artistic and dramatic power in analyzing human character. For Sophomores. (3.) Second term.

6. Plautus, Captivi. Informal talks on the writers of Roman comedy, and on the sources of their inspiration. For Sophomores. (3.) Third term.

Frequent exercises in Prose Composition, either taken from some book, or specially prepared from the authors read in class, will be required throughout the Freshman and Sophomore years. Much emphasis is laid upon sight translation. Collateral reading is required in all the college classes.

The following courses are elective and may be taken by either Juniors or Seniors. They will be given in alternate years, so that students who so desire may take both years' work.

7. Cicero, Brutus de Claris Oratoribus. (2.) First term.

8. Tacitus, Histories or Annals. (2.) Second term.

9. Plautus, Pseudolus; Terence, Andria. (2.) Third term.

10. In harmony with the above, courses will be given embracing a study of Roman Oratory, Roman Antiquities, and the Origin and Development of Roman Comedy. Instruction

will be by lecture, and themes will be assigned for investigation. Optional. (1.)

11. Vergil and Ovid, rapid reading. (2.) First term.

12. Juvenal, Satires. (2.) Second term.

13. Plautus, Trinummus; Terence, Phormio. (2.) Third term.

14. LATIN LITERATURE.—Lectures will be given upon individual authors, with extracts from the same, and essays will be required of students on subjects to be assigned. Optional. (1.)

MATHEMATICS.

PROFESSOR HOGAN.

1. COLLEGE ALGEBRA (Wentworth).—Special attention given to ratio, proportion, indeterminate equations, the binomial theorem, convergence and divergence of series, and logarithms. For Freshmen. (3.) First term.

2. GEOMETRY (Wentworth Revised).—The work begins with the solution of numerous original propositions in Plane Geometry, proceeds through Solid Geometry, with exercises, and closes with a brief course in Geometrical Conic Sections. For Freshmen. (3.) Second term.

3. TRIGONOMETRY (Wentworth).—Plane Trigonometry completed, embraces the use of logarithmic tables, the usual applications to problems of heights, distances, etc. For Freshmen. (3.) Third term.

4. TRIGONOMETRY (Wentworth).—A rapid review of Plane Trigonometry, and completion of Spherical Trigonometry, with numerous exercises and applications to solution of spherical triangles. For Sophomores. (2.) First term.

5. ANALYTIC GEOMETRY (Bailey and Woods)—Construc-

tion and discussion of equations of the straight line, the circle, the conic sections. Discussion of the General Equation of the second degree. For Sophomores. (2.) Second and third terms.

6. CALCULUS (Osborne).—The entire year is devoted to the principles and applications of the Differential and Integral Calculus. For Juniors. (2.) Throughout the year.

7. DESCRIPTIVE GEOMETRY.—For Seniors. (2.) First and second terms.

8. SURVEYING.—For Seniors. (2.) Third term.

Courses 6, 7, and 8 are electives and will be given only when elected by three or more students.

NATURAL SCIENCE.

PROFESSOR HARRELL AND MR. HARTLEY.

1. ZOOLOGY.—This course consists of recitations and practical work in the laboratory. Some of the more common forms of animal life will be studied. Orton's Comparative Zoology and Colton's Practical Zoology. For Freshmen. (2.) Throughout the year.

2. CHEMISTRY.—The aim of the course is: First, a general knowledge of chemical phenomena; second, a thorough knowledge of Theoretical Chemistry and Stoichiometry; third, a careful study of the elements and their more important compounds; fourth, methods and work in Analysis, Qualitative and Quantitative.

Theoretical Chemistry.—The work begins with a careful study of a number of chemical phenomena which are used as a basis for the deduction of a general chemical theory. Numerous problems in stoichiometry are solved. Each student

is assigned a desk in the laboratory, furnished with apparatus and chemicals and it is required that every statement shall be illustrated and verified by experiment; each student is further required to manufacture one or more salts under each basic element and to explain fully the process and the principles involved. (Remsen—Briefer Course.) For Sophomores.

(3.) Throughout the year.

3. QUALITATIVE ANALYSIS.—The junior year is devoted to a study of Qualitative Analysis—four hours per week of practical work in the laboratory being required. The laboratory is a large, well ventilated, well lighted room, supplied with convenient working tables, vacuum filtration, hoods for noxious vapors, constant water supply, a delicate balance, and all apparatus necessary for a thorough course in Qualitative and Quantitative Analysis. Noyes's Qualitative Analysis. Fresenius for reference. (3.) Throughout the year.

4. ORGANIC CHEMISTRY.—A course in Organic Chemistry consisting of recitations, lectures and laboratory work will be offered during the Junior year. Prerequisite, Inorganic Chemistry. (Perking and Kipping.) (3.) Throughout the year.

5. QUANTITATIVE ANALYSIS.—A course in volumetric and gravimetric analysis has been arranged for the accomodation of students who may desire a more extended course in chemistry. The work consists of four hours per week of laboratory work. Cairn's Quantitative Chemical Analysis. Fresenius for reference.

This course is an elective for students who have taken Inorganic Chemistry and Qualitative Analysis. (2.) Throughout the year.

6. PHYSICS.—In the advanced course the First Term is devoted to Mechanics of both Solids and Liquids and to Sound; the Second Term to Light and Heat, and the Third to Electricity and Magnetism. A text-book on general Physics is

used, but is largely supplemented by experimental demonstrations. The student is led to note the general principles of Mechanics that apply throughout, and particular attention is given to such facts and principles as can be turned to practical account. The solution of a large number of problems is required and each student must keep a note book in which he records the results of all experiments. Gage's Principles of Physics. Prerequisites: Chemistry and Plane Trigonometry. For Juniors. (3.) Throughout the year.

7. A more advanced course in Physics will be offered for those who have taken the subject in the Junior year and who may desire a more extended study. Heat and Light will be studied during the session of 1901-1902, Electricity and Magnetism during the session of 1902-1903. Text to be announced. For Seniors. (3.) Throughout the year.

8. ASTRONOMY.—The aim of this course is to give the student a general knowledge of mathematical, descriptive, and physical Astronomy. The course is based upon text-book work. The facts with which all educated persons are supposed to be acquainted are committed to memory; the constellations are pointed out, and an opportunity is offered for observing the sun, moon, and planets through the telescope. In the computation of the size, weight, and orbits of heavenly bodies the students meet with problems which afford a good test of their mathematical acquirements. The history and development of the science is laid before them, and their attention is invited to the processes of reasoning by which the sublime generalizations of Modern Astronomy have been achieved. Prerequisites: Physics and Sophomore Mathematics. Young's General Astronomy. For Seniors. (2.) Throughout the year.

9. PHYSIOLOGY.—The course in Human Physiology consists of text-book recitations, and lectures, with demonstrations. The microscope is used, furnishing valuable aid in

the study of tissues. Hygiene is made a large element of the work. The study of the Human Body is supplemented throughout by a comparative study of the various orders of the animal kingdom. The course extends through the year and is open only to students who have taken the course in Chemistry. Martin's Human Body (Advanced Course.) For Juniors. (3.) Throughout the year.

10. MINERALOGY.—This course is intended to make the student familiar with the more common minerals, and to enable him to recognize the rock-making species in their ordinary association as rock masses. In the laboratory much practice is given in the determination of minerals; some fifty to seventy-five minerals being submitted for determination by means of the blow-pipe. Prerequisite: Chemistry. Dana's Manual of Mineralogy and Petrography. For Seniors. (3.) First term.

11. GEOLOGY.—The work in Geology is given by textbook recitations, supplemented by lectures and excursions for field work. The following topics are treated: The geological forces and agencies, or the dynamics of the earth's crust; the interaction of internal heat, and atmospheric agencies; the effects of heat, frost, chemical forces, glaciers, etc.; the destruction, transportation, and formation of rock; the origin of mountains; the phenomena of earthquakes, volcanoes and geysers; and the structure of rocks and rock masses. The work is completed by a rapid review of Historical Geology. Prerequisites: Chemistry and Mineralogy. Le Conte's Elements of Geology. For Seniors. (3.) Second and third terms.

PHILOSOPHY.

PRESIDENT MILLAR.

1. PSYCHOLOGY.—Ladd's Outlines of Descriptive Psychology may be used as a basis for recitations. Discussions,

theses, and reviews of standard writers are required. Simple experiments in Physiological Psychology are tried. (3.) First Term.

2. LOGIC.—Hyslop's Elements of Logic is carefully studied, with constant reference to other works. (3.) Second Term.

3.—ETHICS.—Smyth's Christian Ethics, or Bowne's Principles of Ethics serves as an outline for lectures and discussions. Students are expected to criticise freely the ethical theories presented, and accept only those conclusions which stand the most rigorous tests. (3.) Third term.

Courses 1, 2, and 3 are required, and may be taken by Juniors or Seniors.

4. THE BIBLE.—A course in the English Bible will be given. It will vary from year to year, according to the preparation and purpose of the class, and may be so arranged that students who pursue the course one year may have different work for a second course. (1.) For Juniors or Seniors. Throughout the year.

5. CHRISTIAN EVIDENCES.—Fisher's The Grounds of Theistic and Christian Belief may be used as the text-book, but students are required to consult such authors as Seth, Flint, McCosh, Hopkins, Robinson, Alexander, and Gregory, and to prepare papers on selected topics. For Seniors. (1.) Throughout the year.

6. CHRISTIAN MISSIONS.—Whenever three or more students desire it, this course will be given. The details will be arranged according to the the preparation and purpose of the class. For Juniors or Seniors. (1.) Throughout the year.

7. HISTORY OF PHILOSOPHY.—(1) First term.

8. ETHICAL THEORIES.—(1.) Second term.

9. ADVANCED LOGIC.—(1.) Third term.

Courses 7, 8, and 9 are Senior Electives for students who

have completed 1, 2, and 3. They will be given only when elected by three or more students. The details of each course will be arranged when the class is formed.

POLITICAL SCIENCE.

PROFESSOR REYNOLDS.

1. SOCIOLOGY.—This course is intended to introduce the student to the subject. It is based upon the theory that social problems are capable of scientific study and treatment, and is offered to encourage such an attitude of mind. For Seniors.

(3.) First term.

2. COMMONWEALTH GOVERNMENTS.—This course emphasizes the government of the American Commonwealths; the place of the commonwealth in the federal systems. The manner in which the several commonwealths have dealt with suffrage, education, internal improvements, private and public corporations, will be studied. The last two weeks will be devoted to Parliamentary Law. For Juniors. (3.) Second term.

3. NATIONAL GOVERNMENTS.—The constitutions and governments of England, France, Germany, Switzerland, and the United States, are compared, the text of the constitutions being used. With Burgess as a basis the class also studies Bryce and Wilson. For Juniors. (3.) Third term.

4. ELEMENTS OF POLITICAL ECONOMY.—This course is designed to introduce students to the Science as at present developed. Bullock will be used as a text, daily reference, however, being made to Laughlin, Mill, Walker, and others. For Juniors. (3.) First term.

5. MONEY AND BANKING.—The history of money and banking is first briefly surveyed. This is followed by a study of typical banking systems in America and Europe. Bimetal-

lism, governmental issues, and present problems of money are studied. Text-book; notes on parallel reading required. Course 4 is a prerequisite. For Seniors. (3.) Second term.

6. PUBLIC FINANCE.—Economics of the state; direct taxation; systems of taxation in American States and cities; property, income, corporation, land, and inheritance taxes are forms to be studied. Some text like Seligman will be the basis of the work. The method is the same as for Course 5. Course 4 is a prerequisite. For Seniors. (3.) Third term.

Courses 1, 5, and 6 will be given in 1901-2.

CERTIFICATES AND DEGREES.

It is desirable that every student should take a course leading to a regular collegiate degree, since a degree requires the co-ordination and completion of those branches which lead to a thorough and systematic education. There are, however, many young men who can never hope to finish a complete college course and who yet wish to pursue, with the advantages afforded by a college, a group of studies preparing them to secure good certificates as teachers. For their accomodation arrangements may be made to take any of the studies for which they are prepared, if it does not necessitate a change of schedule. Certificates showing the character and standing of such students will be granted on application.

While there is no strict classification of students as Freshmen, Sophomores, Juniors, and Seniors, yet each student is advised, if possible, to take courses belonging to the same year, to avoid conflicts in recitation periods and to approach each subject logically.

Each Professor may change from one course to another in his own department students who may be improperly classified; but the consent of the President is required to effect a change from one department to another. To effect such a change or to withdraw from a class, a written application must be made to the President, who will sign it if he approves. The

application must then be countersigned by the Professors concerned and be returned to the President.

Each student is required to take not less than twelve recitations a week, and is not allowed to take more than eighteen. A variation from maximum or minimum requirements will be allowed by the Faculty only on presentation of a written statement detailing the work and condition of the applicant, and permission thus given may be withdrawn if the results are not satisfactory.

Advanced students from reputable colleges are received on certificate and allowed such credit as their previous work may justify, but unsatisfactory class-work may lead to the withdrawal of credit and to the requirement of examinations. Certificates should give detailed statements of subjects studied, time spent, amount of work, and final standing in each.

Certificates and degrees are given under the conditions named below:

1. Certificate of Graduation in a School.—To receive this certificate the student must do all the class-work and pass satisfactory examinations on all subjects required in that School, and must satisfy the Faculty of his proficiency in English.

2. Normal Certificate.—To receive a normal certificate the student must complete the following subjects: Algebra, through quadratics; Plane and Solid Geometry; Elementary Physics; Rhetoric; Psychol-

ogy; General History; Latin Grammar and Prose Composition; Caesar, four books; Vergil, three books; Cicero, four orations; Constitution of the United States; Constitution of Arkansas; Zoology; Geology; Botany; Theory and Art of Teaching. Most of these subjects are sub-collegiate, but the course is required by law for a State Certificate. The State Superintendent cannot legally issue a certificate on the basis of a college examination, although it is far more severe than the State examination, but the completion of this course will prepare for the latter, and will indicate to the public the student's scholastic qualifications for teaching.

3. The Degree of Bachelor of Arts.—The sub-college prerequisites for the A. B. degree are (as indicated under Entrance Requirements) English, Latin, Mathematics, History (either General History, or Roman History and Greek or English History), Science (one of the following: Botany, Physics, Physiology, Physical Geography), and one additional language, French or German or Greek.

The Freshman and Sophomore courses, with the exception of a choice between Greek, French, and German, are prescribed. The Junior courses are largely electives within certain limits. The Senior courses, except the Bible, are unlimited electives.

It is not thought necessary to lay down several different degree courses from which the student may choose. During the first two years he is pursuing

those studies which discipline him and give character to the degree. During the last two years under the guidance of trusted teachers he may safely be allowed to give to the degree the coloring which represents his own thoroughly disciplined aptitudes.

The work is so arranged that the average student who has met all entrance requirements may take his degree in four years. An unusually bright or well prepared student by taking the maximum number of hours and by vacation study may shorten the time somewhat. Students attempting to reduce the time are urged to guard against superficiality and physical collapse.

In making up the electives a single course will be counted only when it is complete within itself. While 70 is the passing grade, yet no diploma or certificate is given unless the general average on all subjects is at least 75, and thoroughly acceptable work must be done on all required courses.

To take a degree the student must be of good moral character, must spend at least one year in Hendrix College, must write all essays required, and must prepare an oration or thesis under the following regulations. At the beginning of the Fall Term each Professor announces subjects connected with the work of his department. From these subjects each Senior is required to select, before November 1, a subject, and, under the direction of the Professor from whose list the subject is chosen, to prepare a thesis or an oration of not fewer than 1,500 words, to be submitted to the

Faculty by May 1, and when it is approved, to present to the Library for preservation a copy legibly written on paper of such style and size as may be selected for all. That Senior whose thesis or oration, in the judgment of the Faculty, shows the widest research, greatest originality, and best literary finish, shall have the honor of reading or delivering the production on Commencement Day. The Seniors shall, before November 1, choose one of their number as Class Orator to represent them at Commencement.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS.

FRESHMAN YEAR.		SOPHOMORE YEAR.	
DEPARTMENT.	HOURS.	DEPARTMENT.	HOURS.
English	3	English	3
History	2	History or Pol. Sci.	2
Latin	3	Latin	3
Mathematics	3	Mathematics	2
Biology	2	Chemistry	3
French, German, or Greek..	3	French, German, or Greek..	3
	16		16
JUNIOR YEAR.		SENIOR YEAR.	
Philosophy	3	Bible	1
Chemistry or Physics	3	Electives	14
Language Electives	6		15
Electives	3	Total number of hours for a	
	15	degree	62

An hour signifies one recitation (hour period) a week throughout the year, or three recitations a week through one term.

N. B. As post graduate work should be done in the genuine university, Master's degrees are not conferred by the College.

RECITATIONS, EXAMINATIONS, AND REPORTS.

Each Professor instructs according to his own methods, but the usual method is by recitation of lessons assigned in the text-books, supplemented by lectures and original class work. The black-board is used with nearly all classes.

When a student is absent from recitation, or fails, he is marked o unless the lessons missed are made up as the Professor may require. The privilege of making up recitations is only granted to students whose excuses are previously approved.

A record of each student's scholarship and deportment is kept, and twice each Term reports are sent to parents.

Examinations, either oral or written, are given at the discretion of the Professors, but the regular time for examinations is the last week of each Term. The Term standing is found by taking the average of the daily and the examination grades. No student whose average on any subject falls below 70, on a scale of 100, shall be allowed to graduate, nor if the grade be higher, should the examination grade be under 70. Accuracy in the use of English is required in all examination papers. Students may pass on the subject matter and be conditioned on English. The condition will be removed only when satisfactory evidence

is shown that the deficiencies in English have been overcome. Students who fail to pass on any subject may, at the option of the Professor, be required to pursue it again in class, or be re-examined. Before a student is permitted to stand a private examination, he must present the President's receipt for \$1, the amount fixed for an extra examination.

All deficiencies must be made up by Seniors before the beginning of the Third Term.

Students who have an average daily grade of 95 and who have not been absent more than 5 per cent of the time required for their classes, may, without examination, receive a passing grade, at the discretion of the several Professors, provided that no one may compete for any scholarship prize without standing all examinations.

Students making an average grade of 85 are considered distinguished and their names are published in THE MIRROR.

ESSAYS, DECLAMATIONS, AND ORATIONS.

During the session three declamations are required from each student. The dates are published in the Calendar.

Debates and orations on Washington's Birthday and in contests are accepted in lieu of regular decla-

mation requirements, if due notice is given to the President.

All declamations, essays, orations, and papers, prepared by students for public delivery, must be submitted to the Faculty at least ten days before delivery, and then must be delivered as corrected.

GOVERNMENT.

The rules are made by the Faculty, consisting of the President and regular Professors, and discipline is administered by the President.

In the government of the College the President, conferring freely with the Faculty, has general oversight, while the Professors govern their respective class-rooms and report to the President all infractions of rules and all disorders that come under their observation.

Knowing that the best disciplinary results can be secured by appealing to a student's sense of honor, and by imposing responsibility upon him, the Faculty adopt only necessary rules and require the active co-operation of all students in maintaining law and order. Wherever such a system of government has been used the results have been highly satisfactory, and the students of Hendrix College, whenever tried in this way, have shown themselves worthy of all confidence. The advantage of this system is not

merely the admirable order secured among students, but it increases their manliness and self-respect and prepares them for self-government and the important duties of citizenship.

Young men who are not disposed to assume responsibility and submit to wholesome discipline, should not apply for admission. Kindly, helpful admonition will be given when students appear to be merely thoughtless or indolent, but should viciousness or lawlessness be discovered, the punishment will be prompt and severe, extending from demerits and public reproof to suspension and expulsion. Severe punishment, however, will be administered only when the highest interests of the whole school require it, on the theory that the reformation of the offender and the protection of the innocent are more important than the vindication of the letter of the law.

On account of their length, the rules and regulations are not published in the catalogue, but a Student's Manual, containing explicit rules, is provided for each student, and a copy is sent to parents also, that they may be able to co-operate with the Faculty. Parents may rest assured that the rules are wholly for the student's good, and are founded on experience and common sense.

The report sent to parents will show, in addition to class-standing, the deportment of students as far as known, and special reports will be made whenever it is necessary.

MISCELLANEOUS INFORMATION.

EXPENSES.

Tuition in College classes, per term.....	\$20 00
Tuition in Sub-Freshmen classes, per term.....	15 00
Tuition in Second Preparatory classes, per term.....	12 00
Tuition in First Preparatory classes, per term.....	9 00
Matriculation Fee, payable once each year.....	1 00
Library and Reading Room Fee, per term.....	1 00
Science Fee for Sub-Freshman and Preparatory classes, per term.....	\$1 00 to 2 00
Science Fee for College classes, per term.....	2 00
Chemistry or Mineralogy, per term.....	3 00
Fee for Diploma.....	5 00
Fee for Certificate of Graduation in a School.....	3 00
Board at Tabor Hall (actual cost), per month.....	\$6 to 9 00
Dormitory Rooms (unfurnished), per month.....	\$1 50 to 3 00
Electric Light, per term.....	1 50
Fuel for Room, during winter, per month.....	75 cents to 1 50
Furniture for Room, according to student's taste.....	\$10 to 20 00
Board, Room, Fuel, and Lights, in families.....	\$8 to 12 00
Laundry Work, per month.....	50 cents to 1 50
Books and Stationery, according to classes.....	\$5 to 12 00

In order that estimates may be easily made, the following tables are given, showing necessary expenses in the Preparatory, Sub-Freshman, and Collegiate Departments for the scholastic year:

	FIRST PREPARATORY.	SUB-FRESHMAN.	COLLEGIATE.
Fees	\$ 4 00	\$ 4 00	\$ 4 00
Tuition.....	27 00	45 00	60 00
Board.....	90 00	90 00	90 00
Books, about.....	7 00	12 00	18 00
Laundry.....	9 00	9 00	9 00
Total for the year.....	\$137 00	\$160 00	\$181 00

If a student belongs to the various student organizations, about \$5 more will be required, but the expense is voluntary, as no one is forced to unite with these organizations. In estimating school expenses the following facts should not be overlooked: Young men at home must spend money for clothing and incidentals; hence such things should not be considered a part of the *school* expenses, although they must be counted in calculating the amount that a student will require. No uniform is necessary, and economy in dress is encouraged.

The centrality and accessibility of the location make railroad expenses very moderate.

For a term of twelve weeks, *necessary* expenses may be reduced to \$48, and they should not exceed \$65, even when private board and collegiate courses are taken.

The school and boarding month is twenty-eight days, and the Term is twelve weeks, exclusive of opening and commencement week. The session is divided into three Terms.

Students taking irregular courses are charged tuition of higher course, if there are two or more studies therein.

Students may enter at any time, and are charged tuition from the beginning of the week in which they enter. Fees are due at the beginning of each Term, and no student may matriculate until they are paid. Tuition is payable at the beginning of each Term, but may be paid monthly.

No tuition is returned for absence during the last two weeks of any Term. Reduction may be made for two weeks' absence caused by sickness, or when cause can be shown for withdrawal, if, in the latter case, ten days' notice is given, and the amount is not less than one month's tuition. These restrictions are made because students are expected to enter for a Term, and the College is always ready to fulfill its part of the contract.

Board and room rent are payable monthly in advance and are not refunded if, after beginning a month, a student

changes before the end of that month; but when he has withdrawn from the College three-fourths of the balance will be returned.

Free Tuition.—Children of itinerant preachers of the M. E. C. S., and young men preparing for the ministry of any evangelical church receive tuition free, but are expected to pay the regular fees and extras. To show that they are entitled to free tuition, all beneficiaries should present certificates from pastors or Quarterly Conferences. Ministerial students are expected to give notes for tuition, which become void as soon as regular ministerial work is begun.

TABOR HALL AND DORMITORIES.

As it is desirable that a student's fare be wholesome and abundant, yet inexpensive, and as these results can be secured only by boarding many together, the Trustees have wisely provided a dining hall, known as Tabor Hall (named in honor of Rev. E. A. Tabor), in which two hundred persons may take their meals.

The first story of this handsome two-story brick is used for a dining-room, and the students have effected a thorough organization for the purpose of securing cheap but wholesome fare under the most favorable conditions.

The tables will be carefully managed and board furnished at cost, from \$6 to \$8 a month. Board including fuel, has never cost more than \$9, and has been as low as \$6.70.

This is no ordinary boarding-house, but the fare and service are far superior to anything usually found at colleges.

The second story of Tabor Hall is divided into ten rooms, and on either side are double rows of brick dormitories containing sixteen rooms. Each room is 12 x 16, is well lighted and ventilated, and opens upon a veranda by which all are connected.

These rooms and others in cottages on the campus are rented to students for from \$2.50 to \$3.50 a month, including electric lights. Two students may occupy one room and furnish it according to their taste. Bedding and toilet articles may be brought from home. A reduction will be made if a room is rented for the session, and special rates may be secured when two rooms are used in common by two or three students.

By this arrangement students are not crowded together in large buildings, but each room is practically separate from all others and yet near enough for convenience, and the cost of board, room, and furniture will vary according to the taste and ability of each student.

Furniture costs from \$6 to \$20 per room, and may usually be sold at a small discount when students leave. If furniture is unsold, it must be left with the Proctor, who will be allowed ten per cent for selling when furniture is not handled, and twenty per cent when it is stored. If the room is needed, the furniture must be removed and stored, and all furniture unsold at the end of the first month of each term may be sold at auction. This arrangement is necessary to prevent the accumulation of unsalable rubbish.

A Proctor is appointed for the dormitories, and his duty is to protect the buildings and report to the President the condition of rooms. A damage deposit of \$2 is required of each occupant of a room, and this will be returned on presentation of the Proctor's certificate that the room is not damaged.

The occupant of a room at the close of a session may retain it for the next session by notifying the Proctor before Commencement Day; but if he is not present on Thursday, before the first day of the Fall Term, he must deposit one month's rent in advance to hold the room. Students who write in advance for rooms should forward \$2 as a guaranty, to be forfeited if the room is not taken. Before he is allowed to occupy a room, a student is expected to sign an agreement

specifying the terms of occupancy. Blanks will be furnished by the Proctor and the agreement must be approved by the President.

PRIVATE BOARD.

While students are usually expected to room on the campus and board at Tabor Hall, yet, by special agreement with the President, a limited number may board at such private houses as may be approved by the Faculty. Only thoroughly reliable and respectable houses are endorsed, and the Faculty reserve the right to withdraw students at any time, if their conduct or the management of the house prove unsatisfactory. Several good families furnish excellent board at \$8 to \$12 a month.

THE ADMISSION OF WOMEN.

While Hendrix College is intended primarily for young men, yet its doors are open to young women who prefer the course of study and training offered in a strong college, and the rules are the same for all. No woman under twenty-one years old will be admitted, unless she is prepared to enter collegiate classes.

No boarding house is provided for women, hence only such as may safely be allowed to board in private families will be admitted, and they should correspond with the President in order to secure suitable boarding places.

LIBRARY AND READING ROOM.

PROFESSOR REED, Librarian,
W. TOWNSEND, Senior Assistant,
M. E. DUNAWAY, Junior Assistant.

A large, well lighted room on the second floor is used ex-

clusively for the Library and Reading Room. Under the care of three student Librarians the room is kept open every day from 9 to 12 in the morning and from 1:30 to 5 in the afternoon.

Works of reference and current literature are kept in the Reading Room section of the Library and may be used in the room by all students, but may not be removed except on written request approved by the President.

Books in the Library proper may be consulted on the shelves or carried away by holders of Library Pass Books. These may be secured on the payment of the Term fees and the deposit of a dollar.

The Library, including the Y. M. C. A. Library generously donated by the people of Conway, now comprises about 6500 bound volumes and 6000 pamphlets and unbound reviews and magazines. They include fifteen cyclopedias and the most important works on theology, history, biography, philosophy, politics, economics, education, criticism, poetry and fiction. The collections on education, history, and political subjects are unusually fine, and afford excellent facilities for source study. Many rare books have been secured. By purchase and donation from 500 to 1000 books are added each year.

Nearly all standard works are on the shelves, but as interest in special subjects increases, a wider range of literature is necessary and many books not readily obtained at the bookstores become desirable. There are hundreds of books in private libraries that are of no special value to their owners that would be exceedingly valuable to the College Library. Friends are urged to contribute to the growth of the Library any kind of books. Many books regarded as utterly worthless are wanted because they are necessary to the investigation of historical questions.

During the past year the following periodicals were kept on file: S. M. Quartely Review, North American Review, The Forum, The Arena, Homiletic Review, Educational Review, Review of Reviews, Current History, Missionary Review,

S. S. Times, Literary Digest, Independent, Chatauquan, The Century, Leslie's Monthly, Munsey's, Scribner's, American Journal of Sociology, Political Science Quarterly, Municipal Affairs, Normal Instructor, New England Journal of Education, Southern School Journal, Teacher's Institute, Scientific American and Supplement and Building Edition, Atlantic Monthly, Cosmopolitan, Success, Gunton's, Public Opinion, World's Work, Science, Modern Culture, The Critic, Saturday Evening Post, Nashville Christian Advocate, New York Christian Advocate, St. Louis Christian Advocate, Arkansas Methodist, Arkansas Baptist, Youth's Companion, Arkansas Daily Democrat, Arkansas Daily Gazette, and a score of college journals, and many county newspapers. Others will be added as the fund increases and as other publishers contribute. After serving their purpose in the reading room the most valuable periodicals are placed in the Library.

LABORATORY AND MUSEUM.

The Laboratory and Museum together occupy four large and well lighted rooms. The physical laboratory is fitted with cases for the storage of apparatus, of which there is a considerable assortment, such as, a sonometer, set of Quincke's tubes, seven-in-one apparatus, vibrating plates, radiometer, hydrometers, thermometers—maximum and minimum—barometer, galvanometers, dynamos, motors, compound microscopes, Wheatstone's bridge, rheostats, and a great number of minor pieces of apparatus. In the study of Astronomy the telescope is used. This is a good instrument of three-inch aperture, with powers ranging from 60 to 400. The physical laboratory is also furnished with tables and desks and is used as the recitation room for all classes in science.

For use in the subjects of Physiology and Anatomy a number of fine plaster models is found in the laboratory, as follows: Heart, heart—lungs—trachea, brain, eye, and ear.

These models are constructed to show all the parts distinctly and are of invaluable aid to the student. The laboratory also contains several fine anatomical charts and a skeleton.

The chemical laboratory communicates with the physical. This laboratory is completely equipped with a full stock of chemicals, glassware, balances, desks, constant water supply, and everything necessary for the acquirement of a thorough and practical knowledge of the subject. There is also a dark room in connection with the laboratory for use in photography.

Through the liberality of Mr. W. M. Clifton, of Morrilton, a second laboratory has been fitted up for the advanced work in Chemistry.

The museum is located on the second floor and is well furnished with cabinets, which contain the Zoological, Geological, and Mineralogical collections, all classified and well fitted for instruction.

The Frank Parke Geological Cabinet, containing about a thousand mineral specimens, classified and consecutively numbered according to Dana's System of Mineralogy, will be found of great value to students of Mineralogy and Geology.

The Zoological cabinet is made up chiefly of reptiles, of which there is a considerable number, and the collection is being rapidly increased.

The purely geological specimens are chiefly palaeontological.

During the summer of 1892 the Professor then in charge traveled in the Rocky Mountains, making collections. Special efforts are being made to secure collections illustrating the wonderful mineral resources, the flora and fauna of Arkansas. Friends throughout the state may render much aid by contributing specimens and natural curiosities of all kinds and their interest and assistance are earnestly solicited to make ours a representative Arkansas collection.

For use of apparatus and materials, fees will be charged in the science classes, as follows:

Chemistry and Mineralogy, each per term.....	\$3 00
Other college classes, each per term.....	2 00
Preparatory classes, each per term.....	\$1 00 to 2 00

In addition to the above, every student in Chemistry is required to pay \$5 for a breakage ticket to cover the cost of all apparatus which he may break or damage. The unused portion of each ticket will be redeemed at the end of the year.

LITERARY SOCIETIES.

The Franklin and Harlan Societies have been thoroughly organized, are ably conducted by the students themselves, and afford excellent opportunities for social, literary and forensic improvement; and above all, they develop the student's powers of self-government and prepare him for the active practical duties of life.

The Faculty testify to the efficiency of these societies, and urge all students to become members.

In the Main Building each society has a large, comfortable hall, handsomely furnished. The members deserve great credit for their success in fitting up their halls so elegantly and comfortably.

THE STUDENTS' JOURNAL.

THE HENDRIX COLLEGE MIRROR is a forty-eight page monthly, edited by the students themselves. It contains editorials, local news, Y. M. C. A., religious and alumni notes, clippings from exchanges, literary articles by students, and educational and other articles by the Faculty. It is a "Mirror" of the College life; but its literary and educational features make it valuable even to persons in no way connected with the College.

Editor-in-Chief, M. E. Dunaway.

Business Manager, W. Townsend.

Terms: One dollar per year in advance. A limited number of first-class advertisements will be taken. Rates given on application. All business letters should be addressed to the Business Manager, and other communications to the Editor-in-Chief.

Every student who secures subscribers to THE MIRROR at the regular price will receive from the Business Manager a certificate for tuition equal to fifty per cent of the subscriptions secured. If the solicitor is entitled to free tuition a forty per cent cash commission will be allowed. The writer of the best prose article will receive an International Dictionary.

THE YOUNG MEN'S CHRISTIAN ASSOCIATION.

Among the factors for good, the Y. M. C. A. takes high rank. It is officered by the best men in the College, has monthly business meetings, and devotional meetings every Sabbath. Nearly all the young men are members, and large numbers attend regularly. It is an association of young men for moral and spiritual improvement; its religious services are characterized by deep spirituality, and its members are the most active Christian workers. A large, well furnished room in the Main Building is used by the Association. At the beginning of each Term, a committee meets all trains to receive new students, and a reception is held in the Association Hall to welcome them and bring them at once into cordial relations with the best elements of college life. The president for 1901-2 is C. W. Lester.

THE GYMNASIUM AND ATHLETICS.

MR. G. K. WATKINS, PHYSICAL DIRECTOR.

The Gymnasium is a large, well-ventilated basement room, supplied with dumb-bells, Indian clubs, parallel and horizon-

tal bars, etc. Classes will be formed for drills in physical culture and systematic gymnastics. No charge for tuition is made. All students are required to join the classes and by regular exercise to strengthen the body. With reasonable care and exercise a student should improve in health during his stay in college. As it is now generally conceded that the highest scholarship and greatest usefulness are almost impossible without vigorous health, the value of a good gymnasium is evident.

Under the careful supervision of the College Athletic Committee, composed of representatives of both Faculty and students, outdoor sports will be encouraged and will afford invigorating pastime, freed from vitiating influences.

Under proper restrictions intercollegiate athletics will be allowed, but character and good class-standing are necessary to membership in regular teams.

A tennis club has been organized. Courts have been prepared near the Main Building and many pleasant evenings are spent on them at this delightful game. The club will be continued. Membership fee, \$1.

Hereafter, if students show sufficient interest in athletics and make reasonable preparation for an exhibition of running, jumping, and other events, the afternoons of the first and third Declamation Days will be devoted to field sports. It is probable that several prizes will be offered.

LECTURES.

Professional lecturers and men distinguished in the various professions are from time to time invited to lecture before the students. Special lectures are also delivered by different members of the Faculty. During the session of 1900-1 the students had an opportunity to hear Rev. W. E. Thompson, ex-Gov. R. L. Taylor, Hon. Alf. Taylor, Mr. Geo. B. Rose, Hon. Luther Manship, Col. L. F. Copeland, and Dr. H. T. Wilson.

LECTURES FOR ACADEMIES AND LITERARY CLUBS.

While the College does not offer regular "university extension" courses, yet academies or literary clubs desiring lectures on subjects related to any course offered in the catalogue, may usually arrange with the Professor in charge of a course to deliver a lecture or a series of lectures on his special subjects. In order to secure lectures application must be made early, since the Professors can leave the College only on convenient occasions and must have ample time to arrange the dates.

SCHOLARSHIPS FOR INSTRUCTORS.

In order to aid worthy students who expect to become teachers, the Faculty each year will appoint advanced students as instructors in English, History, Latin, Mathematics, and Chemistry. Each instructor is required to teach, under the direction of the President and Professor in charge of the Department, one of the lower classes and receives as compensation his tuition, but is expected to pay for fees. Graduates or advanced students from reputable schools may be appointed. In their applications, which should be made before April 1, candidates for instructorships should state their educational qualifications and experience, and give references to former teachers. Full information will facilitate selection. Appointments will be made about May 1. The tuition is the least valuable part of the compensation, since the experience in teaching and the connection with the College should prove highly valuable to the student who is preparing to teach.

APPOINTMENT OF LIBRARIANS AND OTHERS.

The Proctor, three Librarians, and three Janitors receive compensation in tuition. These positions are given to students already in the College, who have demonstrated their

ability and worth. Young men who have never been students of Hendrix College need not apply, but must enter the College and prove their fitness. By the help of these and other positions many of the best students are working their way through college.

New students who need aid may pay for tuition in labor at the rate of ten cents an hour.

LIBERAL OFFER FOR BEST EXAMINATIONS.

The student who, at the regular college entrance examination, makes the highest average on English, Mathematics, Latin, and History, shall receive free tuition for two years; provided, that at least five stand the examination. If ten stand, the second best shall receive one year's tuition, and other prizes may be given when the number of successful applicants is large. Additional prizes of a year's tuition each for the best examination in French, German, and Greek shall be given to applicants who stand highest in those subjects; provided, that the students pass on the first four subjects. Thus it is possible for a student to secure free tuition for a full college course.

LIBRARIES FOR ACADEMIES.

A school library worth \$50 will be given to that school which sends the largest number (not less than two) of paying students who enter as regular Freshmen. Books worth \$25 will be given to the school whose students make the highest average grade on entrance examination at the College.

SCHOLARSHIPS FOR STUDENTS.

In each academy and high school the student who, during a scholastic year, stands highest in his classes, will receive

free tuition for one year on presentation of the principal's scholarship certificate. These scholarships are not transferable, but may be extended from year to year, if the holders are delayed in using them.

PRIZES.

Prizes for excellence in speaking, writing, and scholarship have been offered by friends of the College. The conditions of the contests are not published, but are announced to the students. The prizes are as follows, and for 1900 were awarded as indicated below. The awards for 1901 were not made when the catalogue was printed.

1. The Arkansas Methodist Oration Prize, for best original oration, to W. N. Pittman.

2. The H. L. Remmel Essay Prize, for the best essay by a College student, offered by Hon. H. L. Remmel, to A. L. Hutchins.

3. The A. S. McKennon Scholarship Prize, for general scholarship in College classes, offered by Hon. A. S. McKennon, S. McAlester, I. T., to W. Steele.

4. THE MIRROR Literary Prize, for the best literary article in THE HENDRIX COLLEGE MIRROR, not awarded.

5. The T. H. Ware Mathematical Prize, for the best work in Freshman and Sophomore Mathematics, offered by Rev. T. H. Ware, to G. Murphy.

6. The Debater's Prize, first prize offered by Hon. J. B. McDonough, Ft. Smith, to M. E. Dunaway; second prize, to G. Murphy.

7. The Preparatory Essay Prize, for the best essay by a Preparatory student, not awarded.

8. The Preparatory Scholarship Prize, for the best general scholarship among Preparatory students, to H. M. Owen.

LOCATION.

Conway is a thriving town of 2000 inhabitants, and is situated on the Little Rock and Fort Smith railroad, thirty miles from Little Rock. It is only seven miles from the geographical center of the State, and fifteen miles from the point where the three patronizing Conferences corner.

Being one mile south of a range of the Ozark Mountains, on the edge of a high rolling prairie, in an open grove of magnificent oaks, it is by nature, one of the most beautiful and healthful towns in the State. It is seven miles from the Arkansas River, and there are neither swamps nor sluggish streams for many miles around. The surface slopes sufficiently for good drainage; and since the soil is full of sand and gravel, and is underlaid with slate, standing water is unknown.

Being south of the mountains, Conway is subject neither to rigorous winters nor sudden climatic changes, so injurious to delicate constitutions, and yet its altitude precludes malarial influences and the fresh prairie breezes prevent the debilitating effects resulting from heat in places less favorably situated, though in higher altitudes.

The moral and religious influences are good. By special act of the Legislature the sale of intoxicants is prohibited within a radius of ten miles. There are six church houses, Southern Methodist, Baptist, Presbyterian, Lutheran, Episcopal, and Roman Catholic, and several other denominations have small organizations. A good public school with an enrollment of over three hundred, affords excellent opportunities for primary education.

The liberal donation of \$55,000 to secure the location of Hendrix, and of \$30,000 to secure the Central Baptist College, show the real spirit of Conway's citizens, and indicate their appreciation of higher education and their determination to secure its benefits. The people are thoroughly identified with the College, and will give a hearty welcome to all who

come among them in the same spirit. During the last eleven years many substantial improvements have been made, clearly proving that Conway is fast becoming an ideal college town. After eleven years' observation, Trustees, Faculty, and students are highly pleased with the location.

THE CAMPUS AND COLLEGE BUILDINGS.

The campus, comprising thirty acres, is in the northern part of the town, about three-fourths of a mile from the depot. The railway, running north and south, cuts off a narrow strip on the west. This will be beautified and used as a park. Through the middle of the larger portion extends a beautiful, gently-sloping ridge, the highest ground in the town. All principal buildings are on this ridge and front toward the railroad, which is about one hundred yards away. On the south end of the campus the Main Building has been erected at a cost of \$30,000, and is a handsome, substantial, three-story brick, 124x96 feet, containing chapel, recitation rooms, library, laboratory, and Y. M. C. A. and society halls. Tabor Hall is a fine, two-story brick, 38x78, situated on the north end of the campus, and intended for a dining hall and dormitory. Its cost was about \$7,000. On either side of Tabor Hall are brick dormitories, and between it and the main building is the President's house. Several frame cottages were on the campus when it was selected. They have been moved together and improved, and now afford pleasant rooms for students.

The campus has been graded and sodded, walks and drives have been laid off and many shrubs and shade trees have been planted. Naturally beautiful, the campus will be, when fully improved, a spot of unusual attractiveness.

An electric light plant in the town furnishes light in the College and all the dormitories.

A telephone exchange promotes local convenience and gives connection with the principal places in the State.

COLLEGE LANDS.

Just north of the campus is a splendid tract of fifty acres, owned by the Trustees. This has been laid off in town lots with wide streets and alleys, and will be sold for the benefit of the College. Persons who wish to locate near the College will find these lots convenient and pleasantly situated. The agent, Rev. F. S. H. Johnston, will answer all questions concerning this property.

TO TEACHERS.

The normal course, the thorough instruction, the association with mature students, and the moderate expense offer many attractions to teachers. Over four hundred teachers have been in attendance during the past twelve years, and many are now filling responsible places.

Special efforts are made to secure good positions for worthy teachers. School authorities may apply to the President for teachers in the full assurance that only the competent will be recommended.

Former students are requested to keep the President informed of their whereabouts so that he may assist them in finding suitable positions.

TO NEW STUDENTS.

Bring certificates of character from your last teachers and your pastors. At the opening of the Fall Term, a committee, wearing the College colors, black and orange, will receive all new students as they arrive at the depot. Within twenty-four hours after arrival, report to the President and matriculate, and make no arrangements for board or room without consulting him. Failure to observe these requirements may prevent your admission.

TO PARENTS.

Notify the President before you send your sons, and give him full information about their advancement and habits. Provide them with only so much money as is necessary for tuition, fees, books, one month's board and a small amount for incidentals, and require them to render regular itemized statements of expenditures. *A liberal allowance without accountability will ruin the average boy.* If the progress of your sons is not satisfactory, communicate freely with the President, and when you wish to withdraw them, notify him by a personal letter.

TIME OF OPENING.

The next Term begins on Friday, September 20, 1901. Examinations will be held and the classes formed on Friday and Saturday so that regular work may begin on Tuesday following. Students expecting to attend should be here promptly to secure good boarding places, and to start at the beginning with their classes. The delay of even a few days may seriously interfere with the year's work. All should try to spend the full year at College, if possible, although students coming in at the beginning of the Second or Third Terms usually find no great difficulty in entering classes, as new subjects are taken up and new classes formed.

THE CHOICE OF A COLLEGE.

While parents and students are influenced in their choice of a college by various motives, there are certain leading considerations which should never be ignored. They are, in the order of their importance:

1. The moral and religious character of the Faculty and students, and of the community.

2. The fulness and thoroughness of the curriculum, the experience and culture of the Faculty, and their competency to do the work required.

3. The healthfulness and the accessibility of the location.

4. The probability of future commercial, political, and ecclesiastical association with fellow students.

5. The expense of tuition, board, and incidentals.

It is claimed with confidence that in every one of these points Hendrix College is the equal of any other College in the State, and that no other institution combines, in such a high degree, these essentials. Comparison of catalogues and records is invited.

For further information, address

PRESIDENT A. C. MILLAR,
CONWAY, ARK.

REGISTER OF STUDENTS FOR 1900-1901.

(When no state is mentioned it is understood that the residence given is a county in Arkansas.)

SENIOR CLASS.

NAME.	COURSE.	COUNTY.
Harvey, Oliver Borum, Thesis: Evolution of the Laboring Man.	Ph. B.	Jefferson
Murphy, Guy, Thesis: Africa.	A. B.	Union
Murphy, Nettie Vera, Thesis: Imperialism in the Church.	A. B.	Faulkner
O'Daniel, Charles Laban, Thesis: Federal Taxing Power in the Territories.	A. B.	Lonoke
Oliver, Wilbur Love, Thesis: The Fundamental Law of Right.	Ph. B.	White
Pittman, Walter Newton, Class Representative. Thesis: Electricity—Its Present Achievements and Future Possibilities.	A. B.	Garland
Steele, Will, Faculty Representative. Thesis: The Constitutionality of the Porto Rican Tariff Bill.	A. B.	Sevier

STUDENTS BELOW THE SENIOR CLASS.

(No attempt is made to classify, as the Elective System, permits considerable irregularity in the arrangement of classes.)

Baird, R. W.	Ashley
Balmat, G. P.	Faulkner
Beane, L.	White
Bell, T. E.	Grant
Bevens, O. M.	Logan
Blythe, H. T.	Mississippi
Botts, G. W.	Lonoke
Brazell, E. F.	Johnson
Burnett, A. P.	Hot Spring
Burnett, C. W.	Desha
Burnett, S. K.	Hot Spring
Burton, P.	Greene
Caldwell, C. J.	Sebastian
Cannon, R. H.	Little River
Cantrell, W. K.	Yell
Caplinger, A. B.	Faulkner
Cathey, W. L.	Faulkner
Cazort, W. S.	Johnson
Cole, M. M.	Franklin
Colquette, D. H.	Faulkner
Cook, L. H.	Lonoke.
Courtney, W. W.	Drew
Cox, C. H.	Faulkner
Cox, J. B.	Faulkner
Craig, M.	Faulkner

Crandall, O. E.	Franklin
Croom, W. H.	Yell
Dunaway, J. D.	Faulkner
Dunaway, M. E.	Faulkner
Durham, R. G.	Cross
Eldridge, F. B.	Johnson
Eudaly, A. C.	Washington
Evins, W. B.	Yell
Ferguson, B. L.	Faulkner
Foster, J. A.	Clark
Fretwell, J. H.	Scott
Fuller, G. N.	Scott
Gantt, J. E.	Columbia
Gardner, Clarence	Pope
Gardner, Claude	Pope
Garrett, W. C.	Craighead
Geyer, C. A.	Perry
Graham, J. W.	Union
Hare, T. S.	Cross
Hartje, B.	Faulkner
Harrison, L. H.	Pope
Harshaw, M.	White
Hartley, M. L.	Faulkner
Henderson, H. L.	Lonoke
Hicks, F. D.	Faulkner
Hill, J. W.	Woodruff
Hill, V. D.	Johnson
Holmes, P. K.	Drew
House, J. B.	Faulkner
Howe, J. L.	Indian Territory

Hughes, E. E.	Howard
Hughes, S. T.	Lee
Hunt, E. H.	Johnson
Irby, A. S.	Lawrence
Isgrig, F. A.	Faulkner
Jefferies, S. S.	Monroe
Johnson, J. C.	Little River
Johnson, S. C.	Cleveland
Jones, J. K.	Faulkner
Joyner, E. P.	Little River
Keith, J. H.	Hot Spring
Keith, W. J.	Hot Spring
Kelley, W. E.	Conway
Kenney, M. A.	Kansas
Kirby, J. T.	Johnson
Lafferty, E. E.	Clark
Laney, W. D.	Ashley
Laney, W. H.	Union
Langford, W. H.	Faulkner
Lark, W. H.	Crawford
Lester, C. W.	Sebastian
Mason, E.	Cleveland
Mathies, S. T.	Indian Territory
McConnell, J. E.	Franklin
McConnell, S. P.	Sebastian
McCoy, A. B.	Cleveland
McCulloch, A. D.	Faulkner
McHenry, G. S.	Pulaski
McKelvy, J.	Greene
Menard, W. T.	Arkansas

Miles, G. M.	Pulaski
Mitchell, W. B.	Cleveland
Moose, W. L., Jr.	Conway
Morden, V. E.	Saline
Owen, H. M.	Jackson
Owens, W. A.	Sevier
Paine, B. A.	Faulkner
Patchell, G. E.	Cleburne
Pence, J. H.	Faulkner
Phillips, W. S.	Little River
Price, A. K.	Sharp
Price, L. E.	White
Ragsdale, R. A.	Pope
Reveley, J. C.	Faulkner
Reveley, J. T.	Faulkner
Reveley, M.	Faulkner
Reveley, S. L.	Faulkner
Reynolds, A. P.	Union
Roberts, K. T.	Jefferson
Robins, A. E.	Johnson
Robins, F. E.	Faulkner
Rogers, A. C.	Cleveland
Rushing, H. C.	Dallas
Saxon, C. L.	Union
Scott, E. W.	Chicot
Scott, M. O.	Franklin
Sherman, J.	Washington
Smith, H.	Washington
Snodgrass, A. J., Jr.	Pulaski
Steel, A. P.	Sevier

Strayhorn, J. F.	Pope
Sugg, B. V.	Sebastian
Summers, T. O.	Johnson
Teeter, C. R.	Pope
Thompson, W. T.	Faulkner
Thweatt, C. B.	Prairie
Thweatt, H. O.	Lonoke
Timberlake, M. P.	Hempstead
Townsend, E. A.	Saline
Townsend, W.	Pulaski
Tucker, J. R.	Faulkner
Tucker, M. E.	Faulkner
Tucker, N. F.	Faulkner
Vaughn, S. B.	Hempstead
Watkins, G. K.	Bradley
West, C. F.	Grant
Williams, C. L.	Sevier
Williams, L. W.	Hot Spring
Williams, M. B.	Phillips
Williams, W. S.	Johnson
Wilson, A. H.	Ashley
Wilson, C. F.	Woodruff
Wolf, A. F.	Logan
Worthen, J. F.	Grant
Wynn, J. F.	Cleveland
Wynn, R. D.	Cleveland
Wynn, S. J. T.	Drew
Young, J.	Lincoln

SUMMARY.

COUNTIES.	NO. OF STUDENTS.	COUNTIES.	NO. OF STUDENTS.
Arkansas.....	1	Jefferson.....	2
Ashley.....	3	Johnson.....	9
Bradley.....	1	Lawrence.....	1
Chicot.....	1	Lee.....	1
Clark.....	2	Lincoln.....	1
Cleburne.....	1	Little River.....	4
Cleveland.....	7	Logan.....	2
Columbia.....	1	Lonoke.....	5
Conway.....	2	Mississippi.....	1
Craighead.....	1	Mouroe.....	1
Crawford.....	1	Perry.....	1
Cross.....	2	Phillips.....	1
Dallas.....	1	Pope.....	6
Desha.....	1	Prairie.....	1
Drew.....	3	Pulaski.....	4
Faulkner (non-resident).....	2	Saline.....	2
Faulkner (local).....	29	Scott.....	2
Franklin.....	4	Sebastian.....	4
Garland.....	1	Sharp.....	1
Grant.....	3	Sevier.....	4
Greene.....	2	Union.....	5
Hempstead.....	2	Washington.....	3
Hot Spring.....	5	White.....	4
Howard.....	1	Woodruff.....	2
Jackson.....	1	Yell.....	3
STATES.		NO. OF STUDENTS.	
Arkansas.....		148	
Indian Territory.....		2	
Kansas.....		1	
Total.....		151	

Local, 29; non-resident, 122. Males, 137; females, 14. Preparing for the ministry, 26. Teachers, 58.

TITLED GRADUATES.

- 1883: Miss Alice Mahan (Knight), M. E. L. Mena, Ark
 Miss Jennie Montgomery (Raynor), M. E. L. Lamar, Ark
 Miss Lucy Ragan (Basham), M. E. L. Clarksville, Ark
- 1884: Miss Lydia E. Burrow (Steel), M. E. L. (deceased) Richmond, Ark
 Miss Eva M. Oliver, M. E. L. Altus, Ark
 Miss Carrie M. Howell (Bailey) M. E. L. Alma, Ark.
- 1885: Miss Minnie B. Nichols (Laser) M. E. L. Clarksville, Ark
 Miss J. Idella Daniels (Hall) M. E. L. Paris, Ark
 Miss Lizzie A. Burrow (Johnston) A. M. (deceased) Ozark, Ark
 Miss Kate E. Atkins (Hill), A. M. (deceased) Altus, Ark
 Miss Sallie B. Atkins, A. M. (deceased) San Marcos, Tex
- 1887: J. M. Hawley, A. B. Member of Little Rock Conference
 L. H. Burrow, A. B. Principal Morrilton High School
 Miss Belle East (Wynn), M. E. L. Waterloo, S. C
 Miss Luella A. Miller, M. E. L. Arkadelphia, Ark
 Miss Alene A. Mitchell, M. E. L. Chapel Hill, Ark
- 1889: W. F. Hays, A. B. Attorney-at-Law, Tex
 F. W. Miller, A. B. Principal Arkadelphia High School
- 1890: M. Harwood, (Reynolds), Ph. B. Conway, Ark
 L. Robins (Goddard), Ph. B. Ft. Smith, Ark
- 1891: A. Duncan (Durham), Ph. B. Plummerville, Ark
 G. C. Millar, A. B. (deceased) Professor in Hendrix College
- 1893: C. T. Cotham, A. B. Attorney, Monticello, Ark
 O. E. Goddard, Lit. B. Member of Arkansas Conference
 J. W. House, Ph. B. Member of Arkansas Conference
 T. O. Owen, A. B. Member of Little Rock Conference
 J. H. Reynolds, A. B. Professor in Hendrix College
 C. B. Riffin, A. B. Attorney, Junction City, Ark
 W. B. Sanders, A. B. Business, Pine Bluff, Ark
- 1894: J. W. Cline, A. B. Missionary to China
 B. Edmonson (Cline), Lit. B. Missionary to China
 J. H. McCulloch, Ph. B. Physician, Conway, Ark
 J. McKiou, Ph. B. Principal Manor (Texas) High School
 J. F. Townsend, A. B. Teacher, Benton, Ark
 J. S. Willbanks, Lit. B. Member of Troy Conference

- 1895: J. M. Hughey, A. B. Member of Arkansas Conference
 S. J. Hunt, A. B. Attorney, Pine Bluff, Ark
 S. McCulloch (Twitty), Ph. B. Teacher Luxora High School
 M. McKinnon, A. B. (McSwain) Georgetown, Tex
 M. Vaughtner, Lit. B. Teacher in Conway School
- 1896: T. E. Helm, A. B. Attorney, Little Rock, Ark
 W. T. Martin, Lit. B. Member of Arkansas Conference
 S. McCulloch (Twitty), Ph. B. Teacher Luxora High School
 J. McCullough, A. B. Principal of Clarendon High School
 W. E. Simpson, A. B. Principal of Orchard Hendrix Academy
- 1897: H. H. Barger, A. B. Teacher in Sloan Hendrix Academy
 O. L. Dunaway, Ph. B. Principal of Augusta High School
 J. J. Galloway, A. B. Member of Arkansas Conference
 W. B. Hays, A. B. Member of White River Conference
 W. E. Hogan, A. B. Professor in Hendrix College
 A. E. Holloway, Ph. B. Member of White River Conference
 M. House, A. B. Attorney, Little Rock, Ark
 S. McKinnon, Ph. B. Teacher in Harrisburg High School
- 1898: W. T. Blount, Ph. B. Principal of Fourche Valley High School
 W. R. Gantt, Ph. B. Business, Magnolia, Ark
 C. G. Hughes, A. B. Principal of Center Point High School
 H. B. McKenzie, A. B. Attorney, Prescott, Ark
 S. McKinnon, A. B. Teacher in Harrisburg High School
 T. D. Wynn, Lit. B. Census Bureau, Washington, D. C.
- 1899: F. C. Cannon, A. B. Member of Little Rock Conference
 O. O. Florence, Ph. B. Teacher in Clarendon High School
 J. G. Fraser, Ph. B. Principal of Clinton High School
 N. J. Gantt, A. B. Graduate Student Vanderbilt University
 J. D. Hammons, Ph. B. Member of New Mexico Conference
 G. Howard, Ph. B. Morrilton, Ark
 F. Hutchinson, A. B. Member of Little Rock Conference
 P. E. Leigh, Ph. B. Teacher, Conway, Ark
 A. H. Prince, Ph. B. Teacher in Scarritt Institute
 J. P. Steele, Ph. B. Principal of Black Rock High School
- 1900: S. Anderson, A. B. Member of Arkansas Conference
 G. L. Bahner, Ph. B. Life Insurance, Conway, Ark
 J. L. Bond, A. B. Principal of Arkansas City High School
 P. H. Greeson, A. B. Principal Danville High School
 L. D. Howell, A. B. Business, Stamps, Ark
 N. M. Whaley, Ph. B. Principal of Mansfield High School
 W. U. Witt, A. B. Member of Arkansas Conference

ALUMNI ASSOCIATION.

ORGANIZATION OF 1900-1901.

President	.	.	.	.	W. E. Hogan, '97.
Vice-President	.	.	.	.	J. L. Bond, '00.
Secretary	.	.	.	.	P. E. Leigh, '99.
Treasurer	.	.	.	.	F. Hutchinson '99.

ALUMNI PROGRAM.

TUESDAY, JUNE 18, 1901, 8:30 P. M.

Address	.	.	.	.	J. G. Fraser, '99.
Senior Prophecy	.	.	.	.	A Junior, 1901.

All graduates are urged to attend the meetings of the Alumni Association, which are held at 3 P. M. on Tuesday of Commencement week.

Every member is requested at the beginning of each session to furnish the MIRROR Editor with data for Personal Notes, so that the Association may be fully informed concerning the fortunes of all its members.

The President of the College will appreciate communications that will enable him properly to revise the addresses and occupations of graduates for the catalogue.

COMMERCIAL DEPARTMENT.

ELISHA MASON, PRINCIPAL.

In this busy age a business education is almost indispensable, but it is best that it be secured in the atmosphere of the genuine college so that the student may come in contact with those who are giving and receiving a liberal education, in order that his outlook may be enlarged and his life be richer.

Hendrix College now offers all the advantages of the first-class business college, together with the Library, the Literary Societies, the moderate expenses, and the fine moral and intellectual influences of the literary college.

Book-Keeping.—The complete business course includes spelling, commercial arithmetic, business writing, correspondence, commercial paper, commercial calculations, commercial law, commission, business practice, banking, book-keeping. Tuition, \$40, is payable on entering, which gives the student the privilege of attending regularly until he completes the course. If tuition is paid monthly, the charge is \$10 a month. Books and stationery necessary to complete the course, \$12.

Shorthand.—This course includes shorthand, type-writing, English course, and letter writing. Tuition, \$40, is payable on entering, which gives the student the privilege of attending until he finishes the course.

Books and stationery necessary to complete the course, \$8.

The two courses with books and stationery, \$90.

The time required to complete either course depends upon the ability, industry, and previous education of the student. It usually requires from three to six months.

Diplomas signed by the President and the Principal are granted to those who meet the rigid requirements; involving both principles and practice.

As board may be had in Tabor Hall or in private families at \$8 to \$10 a month and tuition is moderate, the cost of a commercial education is reduced to a minimum.

Commercial students are expected to pay the matriculation fee of \$1, required of all students, but they are exempt from the payment of Term fees, unless they wish to use the Library and Reading Room.

Part of the work may be done in the Commercial Department and part in the College, and the charges will be graduated according to the work done in each.

Fuller particulars of courses and expenses are given in a separate circular.

For the circular, or for fuller information on any point, address the principal.

ELOCUTION AND ORATORY.

MR. G. K. WATKINS, INSTRUCTOR.

The purpose of the course in Elocution and Oratory is to qualify the student to express his knowledge and communicate his ideas in a convincing, persuasive, and effective manner. By culture, the voice is made rich, powerful, and flexible; the body is trained to aid in the expression of thought and emotion, and the mind is trained to quick, clear, and logical thinking.

It is not the design of the course to take away the personality of the speaker, but rather to quicken and develop all the faculties of expression.

After sufficient time has been spent in this development, the speaker is left to express his emotions in accordance with his temperament. As no two speakers can be of exactly the same type the student is not to imitate the teacher. The object is to develop *natural*, not artificial, orators.

The course naturally divides itself into two parts, the Objective and the Subjective. One year will be required to master each division; including advices, practice, and criticism on the proper carriage of the body for stage presence, the principle underlying gesture and pantomime, the proper use of the vocal organs for correct pronunciation and articulation, the development and control of the voice, development

and portrayal of feeling, an analysis of emphasis and modulation, and the art of gaining and holding the audience.

The tuition is \$25 per year.

A class in voice culture will be organized; rates \$5 for five months. Special prices will be made for private instruction.

THE PREPARATORY DEPARTMENT.

ADJUNCT PROFESSOR ARMENTROUT.

INSTRUCTORS REYNOLDS, HUTCHINS, LARK, UTLEY.

Hendrix College is in hearty sympathy with all efforts to build up good high schools and academies; but, while so few schools in the state prepare students fully for college, a Preparatory Department at the College is a necessity.

In this Department young students are thoroughly prepared for the College, and older students whose course of study has been irregular, or whose early education has been neglected, find opportunities for making up past deficiencies, so that they may pursue the collegiate studies to greatest advantage.

No Professor is specially provided for this Department, but each college Professor, assisted by the Adjunct and the Instructors, teaches such subjects as naturally lie below his higher classes. Thus two im-

portant results are secured: (1) Preparatory classes receive instruction from men who are specialists in their respective departments, and who are able to give to these classes the best methods and the latest and most thorough knowledge of the studies pursued, and hence can best prepare students to enter advanced classes; (2) the Professors become acquainted with each student on entering, and thus are better qualified to direct his future course, and to aid and sympathize with him in his whole college career.

As we cannot assume the care of very young boys who are away from their parents, all non-resident students must be at least fifteen years old, and should be sufficiently developed in character to respond to a rational system of government.

Preparatory students under twenty-one years of age are placed under stricter discipline than are older and more advanced students, but the Faculty are unwilling to become responsible for mere boys whose parents and teachers have failed in their efforts at home and in elementary school. If boys under eighteen enter, they will not be permitted to select their own boarding places, but will be assigned by the President to places where they may be under strict control.

The instruction is simple, but thorough; and fitting students for college is the special object of this Department. At the same time mature students who do not contemplate a collegiate course can find no better education.

The course outlined below is intended for mature

students, who can finish in three years the work that is done in a high school in four years. Young students unless they are reasonably apt and diligent, will probably fail to complete the course in three years, but by taking fewer studies may finish in four years. Parents who send young boys should bear these facts in mind when their sons seem to do unsatisfactory work.

COURSES OF STUDY.

(The figures in parentheses indicate the number of recitations a week. In the First and Second Preparatory years a half-hour is given to each recitation; in the Sub-Freshman, one hour.)

FIRST PREPARATORY CLASS.

ENGLISH.—Reed and Kellogg's Higher Lessons in English; Longman's or Allen's School Grammar.

LITERATURE.—For careful study: Longfellow's *Evangeline*; Irving's *Sketch Book*; and Whittier's *Snow Bound*. For general reading: Hughes's *Tom Brown's School Days*; Defoe's *Robinson Crusoe*; Bunyan's *Pilgrim's Progress*; and Franklin's *Autobiography*. (5.) Throughout the year.

HISTORY.—United States. (3.) Throughout the year.

MATHEMATICS.—Arithmetic. (5.) First term. Elementary Algebra. (5.) Second and third terms.

LATIN.—Collar and Daniell's *First Latin Book* and some selections in easy prose. The Roman method of pronunciation is used and from the beginning correct expression is required in reading Latin sentences. (5.) Throughout the year.

SECOND PREPARATORY CLASS.

ENGLISH.—Rapid review of grammar and elementary principles of composition. Kittredge and Arnold's English Grammar; Lewis's First Book in Writing English. *Literature*: For careful study: Webster's Reply to Hayne; Poe's Raven and other Poems; Burke's Speech on Conciliation with America; and Macaulay's Essays on Milton and Addison. For general reading: Goldsmith's Vicar of Wakefield; The Sir Roger de Coverly Papers in the Spectator; Carlyle's Essay on Burns; Scott's Ivanhoe and Lady of the Lake; and Cooper's Last of the Mohicans. (4.) Throughout the year.

CIVIL GOVERNMENT. (2.) Throughout the year.

MATHEMATICS.—Higher Algebra (Wentworth). A review of the fundamental principles, emphasizing factoring, theory of exponents, radicals and fractional, simultaneous, and quadratic equations, continuing through simultaneous quadratics. (4.) Throughout the year.

LATIN.—Caesar's Gallic War, four books; Moulton's Latin Prose Composition; Allen and Greenough's Latin Grammar. (4.) Throughout the year.

The primary object of the first two years' work in Latin is to cause the student to master the forms and the more important principles of syntax, without which all further work would be a burden to both student and instructor. Particular emphasis is laid upon the correct apprehension of the various uses of the Latin Subjunctive.

PHYSIOLOGY.—The usual text-book combination of Anatomy, Physiology, and Hygiene, much time being devoted to the last. The study of the human body is supplemented by a comparative study of the various orders of the animal kingdom. (Martin's Human Body, Briefer Course). (2.) Throughout the year.

SUB-FRESHMAN YEAR.

ENGLISH.—*Composition.* Choice of words and construction of sentences and paragraphs. Carpenter's Elements of Rhetoric and English Composition, First and Second High School Course. Practice in essay writing. *Literature.* For careful study: Bronson's History of American Literature; Lowell's Vision of Sir Launfal and other Poems (Riverside Series); Bryant's Poems (Riverside Series); Shakespeare's Macbeth; and Milton's Lycidas, Comus, L'Allegro, and Il Penseroso. For general reading: Eliot's Silas Marner; Pope's Iliad, Books I, VI, XXII, XXIV; Tennyson's Princess; and Shakespeare's Merchant of Venice. (4.) Throughout the year.

HISTORY.—History of Greece. (3.) First term. History of Rome. (3.) Second term. History of England. (3.) Third term.

MATHEMATICS.—Geometry (Wentworth Revised). Plane Geometry completed. The working of numerous original exercises during the year and at examinations is required. (4.) Throughout the year.

LATIN.—Cicero, four orations; Vergil's Aeneid, four books, with Latin Prosody and Roman Mythology; Prose Composition. The chief object of this year's work is to enable students to acquire facility in translating, and for this purpose sight translation is constantly practiced. Some effort is also made to train students to read the original intelligently without translation. Frequent exercises in turning English narrative into correct Latin are required. (4.) Throughout the year.

SCIENCE.—Physical Geography (Davis). (3.) First term. Physics (Twing). This course consists of recitations and laboratory work in which the students are required to perform a number of elementary experiments, thus learning the method of handling apparatus. (3.) Second term. Botany (Ber-

gen). The object is to introduce the student to the study of Botany. Much of the time is devoted to practical work in the classification of specimens. Each student is required to make an herbarium of twenty-five specimens, correctly classified and described. (3.) Third term.

FRENCH, GERMAN, GREEK.—The first year's work of the college course in each of these languages is considered Sub-Freshman when it is done to satisfy the entrance requirement of one language in addition to Latin.

AFFILIATED ACADEMIES.

It has long been conceded that preparatory work can be done most successfully in schools organized and maintained for that purpose alone. Consequently the Trustees of Hendrix College wisely provided in their Constitution that separate academies under College control might be established. In order to insure their permanency and efficiency the following provisions were adopted.

The academy property must belong to the College Trustees. The principal must be nominated by the President and confirmed by the Trustees. A local Board confirms the Principal's nominations of assistant teachers and exercises advisory control. Patronizing territory embracing from two to five counties is secured to each academy, and within this territory the College and the academy are pledged to co-operate in the largest measure. The College President visits

each academy, and the Principal is an advisory member of the College Faculty. Students may be fully prepared in an academy for Freshman or Sophomore class in the best colleges and universities, and are permitted to enter Hendrix College classes on certificate without examination.

By these provisions the interests of the College and the academies and the several communities are closely united, and they may readily co-operate for mutual up-building.

It is intended that these academies shall have such equipment and be so managed that they will be far superior to ordinary high schools, and thus will not interfere with the local interests of any community.

While the Trustees are not pushing academies upon any people, yet they will cheerfully entertain propositions from ten or twelve healthful, well-located towns in Arkansas, if in each at least ten acres of land and \$10,000 in money for buildings and equipment are offered.

Academies have been established at Gentry, Imboden, and Mena. As buildings, equipment, and courses of study are substantially the same for all, they will be described below and points of difference will be mentioned in the proper place.

BUILDINGS.—The Main Building is a very handsome and substantial two-story brick, containing a large, well-lighted and ventilated study hall capable of seating 200 students at single desks; and four reci-

tation rooms and an office, besides numerous alcoves and wardrobes.

The Principal's House is a two-story frame, containing fourteen (or eighteen) large rooms. It is well built and furnished, and is intended for the Principal and family and for the younger students.

All these buildings are planned to secure the very best results in secondary school work.

EQUIPMENT.—Each school building is furnished with the best of desks and seats. Apparatus costing about \$300 is provided for use in teaching Elementary Physics, Physiology, and Physical Geography. The Library will contain over 1000 new books selected with special reference to the needs of a secondary school.

THE COURSE OF STUDY begins with the higher common school branches, and embraces all subjects required for admission to the Sophomore Class of Hendrix College, namely: English Grammar, Rhetoric, and Literature; Latin Grammar, Caesar, Cicero, Vergil, Livy, and Horace; Greek Grammar, Xenophon, Homer, and Herodotus; History of the United States, and of Greece, Rome, and England; Civil Government; Arithmetic, Elementary and Higher Algebra, Plane and Solid Geometry, Plane and Spherical Trigonometry; Physics, Physiology, Physical Geography, and Botany; French, German; and, in addition, Elocution, Music, and Book-keeping.

PURPOSE.—It is intended that each school shall be

a place where boys between twelve and eighteen years old may find the best mental and moral discipline while preparing for college.

While an Academy is intended primarily for boys, yet girls are admitted on equal terms.

ORCHARD HENDRIX ACADEMY.

W. E. SIMPSON, PRINCIPAL,

(A. B. Hendrix College; Graduate Student of University of Chicago, 1900.)

HISTORY.—In the fall of 1897 the authorities of the Kansas City, Pittsburg, and Gulf Railroad, offered a ten-acre campus and the proceeds of the sale of one hundred lots in Gentry (formerly called Orchard), Ark., to Hendrix College, if the people of the town would buy the lots. The land was speedily sold for \$10,000, and the money was spent in the erection and equipment of the necessary buildings.

LOCATION.—Gentry is a thriving town of five hundred inhabitants, situated on a plateau of the Ozark Mountains, at an elevation of nearly 1400 feet above the sea level. It is the highest point on the railroad between Kansas City and the Arkansas River, and has an excellent reputation for healthfulness. It is in the western part of Benton County, Arkansas, in the heart of the finest fruit country on the continent, and, although still a young town, is one of the largest shipping points for fruit in Northwest Arkansas. The Railroad Company has planted nearly 2000 acres in

apples just outside the town, and expects to make its orchard the largest in the world. This country is rapidly settling up with a thrifty class of farmers who easily make a living on a ten or twenty acre fruit farm.

CAMPUS.—About one mile east of the business block, on a beautiful elevation overlooking the town and in full view of the railroad, is the fifteen-acre campus. One-third is covered with a fine native growth of trees, and the rest is a bearing apple orchard, which will be preserved for the benefit of the Principal.

OPENING.—The Fall Term will begin September 3, 1901.

EXPENSES.—Tuition and fees cost from \$21.50 to \$41.50 a session of forty weeks. Board in the Principal's Home will cost \$11 a month, and in private families may be had for \$7. Other expenses are very reasonable.

INFORMATION.—A circular giving fuller information may be had by writing to the Principal, Gentry, Ark.

SLOAN HENDRIX ACADEMY.

W. L. CLIFTON, PRINCIPAL,

(Ph. B., University of Miss.; A. B. and L. I., University of Nashville, Peabody Normal College.)

HISTORY.—In the spring of 1898 Rev. W. M. Wilson suggested to the people of Imboden the possibility

of securing one of the Hendrix academies. The town was visited by representatives of the College, and after mature deliberation plans were formed to secure property and raise funds for buildings and equipment. Capt. W. C. Sloan generously proposed to donate the campus and town lots to be sold for the purpose of providing the funds, and later gave much of the \$10,000 necessary to secure the Academy; hence the school has very appropriately been named in honor of him.

LOCATION.—Imboden is a prosperous town of five hundred people situated on the hills overlooking the famous Spring River. It is in the northwestern part of Lawrence County on the Kansas City, Fort Scott, and Memphis Railroad. The country is noted for blue grass, wheat, and fine springs, and is considered one of the most healthful sections in N. E. Arkansas. Spring River, having its origin in the celebrated Mammoth Spring, about twenty-five miles above, is a clear, swiftly flowing stream, which adds much to the picturesque beauty of the landscape.

CAMPUS.—In the southeastern part of the town, about one-fourth of a mile from the railroad station, at the end of the principal residence street, on a hill commanding a fine view of the town, the railroad, the river, and the distant hills, lies the six-acre campus, partly covered with native trees.

OPENING.—The Fall Term will begin September 17, 1901.

EXPENSES.—Tuition and fees will cost from \$18 to \$45 a session. Board in the Home, which will be managed by the Principal and wife, will cost \$10 a month, and in private families from \$6 to \$10. Other expenses will be very reasonable.

INFORMATION.—A circular giving fuller information may be had by writing to the Principal, Imboden, Ark.

MENA HENDRIX ACADEMY.

HISTORY.—The management of the Orchard Academy proved to be so satisfactory that the Arkansas Townsite Co., made to the people of Mena and to Hendrix College a proposition that has resulted in the sale of over \$10,000 worth of property donated by the Townsite Company. The proceeds have been invested in buildings similar to the Orchard buildings (except that the Main building is of pressed brick) and in other equipment.

LOCATION.—Mena is located in Polk County in Western Arkansas, on a plateau nearly 1400 feet above the sea. It is the highest town between the Arkansas River and the Gulf, and is the half-way division between Kansas City and Port Arthur on the great K. C., P. & G. R. R. Although it is less than five years old, Mena has had a marvelous growth, and now has a population of more than 6000. Its business is large, the growth has been substantial, and everything points to continued progress. Churches

of nearly all denominations have been erected; a public school house and a new court house have been built; two parks have been laid out and beautified and city water works will soon be in operation. The altitude guarantees health. The vast forest and mineral resources and the possibilities for fruit growing make Mena very attractive to men of enterprise. The Academy will furnish the higher educational facilities needed.

CAMPUS.—About a quarter of a mile northeast of the court house on a hill 150 feet above the town is the campus of ten acres donated by the Townsite Company. A good driveway leads to the top of the hill, where the buildings stand in the midst of a stately grove. From this eminence the outlook over mountain and valley is truly inspiring.

OPENING.—The Fall Term will begin Sept. 17, 1901.

EXPENSES.—Tuition and fees will cost from \$21 to \$51 a session. Board in the Principal's House will cost \$12 a month and in private families from \$8 to \$12. Other expenses will be made quite reasonable.

INFORMATION.—A circular giving full information may be had by writing the Principal, Mena, Ark.

Mr. Jos. P. Landes, local agent of the Townsite Co., will give information concerning real-estate and business openings.

ACCREDITED SCHOOLS.

Believing that secondary schools may be stimulated by public recognition of their work, Hendrix College will publish in its annual catalogue a list of all schools which meet the requirements for admission to college classes. The following plan has been adopted to secure a proper understanding between the College and the schools that seek to be accredited.

1. Any school desiring recognition shall before the first of February (earlier if convenient), through its principal or secretary, apply to the President of the College, asking for an inspection of its work and stating in the application the number of teachers and the course of study in its high school department.

2. As soon thereafter as possible the College will, at its own expense, send a member of the Faculty to inspect the school and report on its course of study and methods.

3. If the report is satisfactory, the school will be placed on the Accredited List in the College catalogue for the ensuing year.

4. Yearly thereafter the school will be expected, before the first of February, to report on blanks furnished by the College any changes in faculty, management, or course of study, and to give other information desired.

5. The school will be kept on the Accredited List without further visitation, unless the changes indicate the need of another inspection, but whenever practicable representatives of the College will visit the school.

6. If a school cannot prepare students for college in certain subjects, but does satisfactory work in others, it shall be accredited for those that may be approved.

7. Students who bring certificates from Accredited Schools will, without examination, be permitted to enter classes for which the work indicated in their certificates has prepared them.

8. If a student received on certificate fails, after a reasonable time, to sustain himself in the College classes, his right to membership in the classes without examination will be withdrawn, and the schools from which he came will be notified of his deficiencies.

9. If several students from the same school show serious lack of training the school may be dropped from the Accredited List until there are changes in its methods or management.

SUGGESTIONS.—Examination of the admission requirements found in the College catalogue will indicate the work that must be done in the secondary school to secure recognition. To avoid an unfavorable report, the principal of a school should be sure that his work will bear close inspection before he calls for visitation.

Usually arrangements can be made with the College representative to deliver educational addresses to the school and community at the time of his visit. While the College does not offer "university extension" courses, yet, as far as practicable, it will furnish lectures on special subjects whenever desired.

High school and academy principals are cordially invited to correspond with the College Faculty on questions of mutual interest.

SCHOOLS NOT ACCREDITED.—Certificates from schools not accredited may be accepted in lieu of examinations, but students coming from such schools cannot be so fully assured of the value of their certificates, and the schools fail to secure that public recognition to which an accredited school is entitled.

LIST OF ACCREDITED SCHOOLS.

Amity High School, Amity, Ark.

SAMUEL M. SAMSON, PRINCIPAL.

For admission to Freshman English, History, Latin, Mathematics, and Science.

Clarendon High School, Clarendon, Ark.

J. MCCULLOUGH, PRINCIPAL.

For admission to Freshman English, History, and Science, and to Sub-Freshman Latin and Mathematics.

Fort Smith High School, Ft. Smith, Ark.

J. L. HOLLOWAY, SUPERINTENDENT.

For Admission to Sophomore German, History, Mathematics, and Science, and to Freshman English, French, Greek, and Latin.

Jonesboro Training School, Jonesboro, Ark.

F. R. ALEXANDER, PRINCIPAL.

For admission to Sophomore Greek and Mathematics, and to Freshman English, German, History, Latin, and Science.

Little Rock Conference Training School, Fordyce, Ark.

J. D. CLARY, PRINCIPAL.

For admission to Sophomore Greek and Mathematics, and to Freshman English, History, Latin and Science.

Pine Bluff High School, Pine Bluff, Ark.

J. H. HINEMON, PRINCIPAL.

For admission to Freshman English, Greek, History, Latin, and Science.

Van Buren High School, Van Buren, Ark.

A. L. PEACHER, PRINCIPAL.

For admission to Freshman History and Mathematics, and to Sub-Freshman English and Latin.

NOTE.—Several other schools applied for visitation, but on account of prior engagements of the President they could not be visited at the proper time. It is hoped that all that desire to be accredited will apply early next fall so that there may be ample time to arrange for visitation.

THE NEEDS OF THE COLLEGE.

While genuine college work has for years been done, it has been at a great sacrifice on the part of the Faculty and many departments have not been fully developed for lack of means.

During the last four years the debt, long threatening the life of the institution, has been practically provided for. Recently under the impetus of the Twentieth Century Educational Movement an endowment fund has been started which now amounts to about \$35,000. This should be increased to \$100,000 before this special effort ceases.

In order that Hendrix College may fulfil its mission adequately there should be:

(1.) Ten chairs endowed with \$25,000 each, total \$250,000. This invested at five per cent (all that can be realized from safe permanent securities), would yield \$1,250 for each chair, about one-half the amount paid in strong colleges.

(2.) One large, well-equipped Science Hall, costing \$25,000; or three small laboratories, Chemical, Physical, and Biological, costing from \$6,000 to \$10,000 each.

(3.) A fire-proof Library Building, costing \$25,000, and \$25,000 endowment to maintain the Library.

(4.) A Gymnasium, with equipment, costing \$5,000 to \$10,000.

(5.) Dormitories, worth \$20,000 to \$30,000.

(6.) Helping Funds for needy students, at least \$25,000.

(7.) General improvements costing \$10,000.

The real friends of Christian education are urged

to consider prayerfully these needs and to remember that these investments will be of a most permanent character.

While small gifts are fully appreciated, as oftentimes involving more genuine sacrifice than the larger, yet men of means are earnestly requested to plan for the endowment of a chair or the erection of a hall. Cash is not necessarily required, as arrangements for easy payments may be made.


Those who can give now should do so, as "he gives twice who gives quickly," but others should not in making their wills overlook the College.

Already several wills have been written in favor of the College.

Persons interested should communicate with the Twentieth Century Manager, Rev. F. S. H. Johnston or Pres. A. C. Millar.



INDEX.

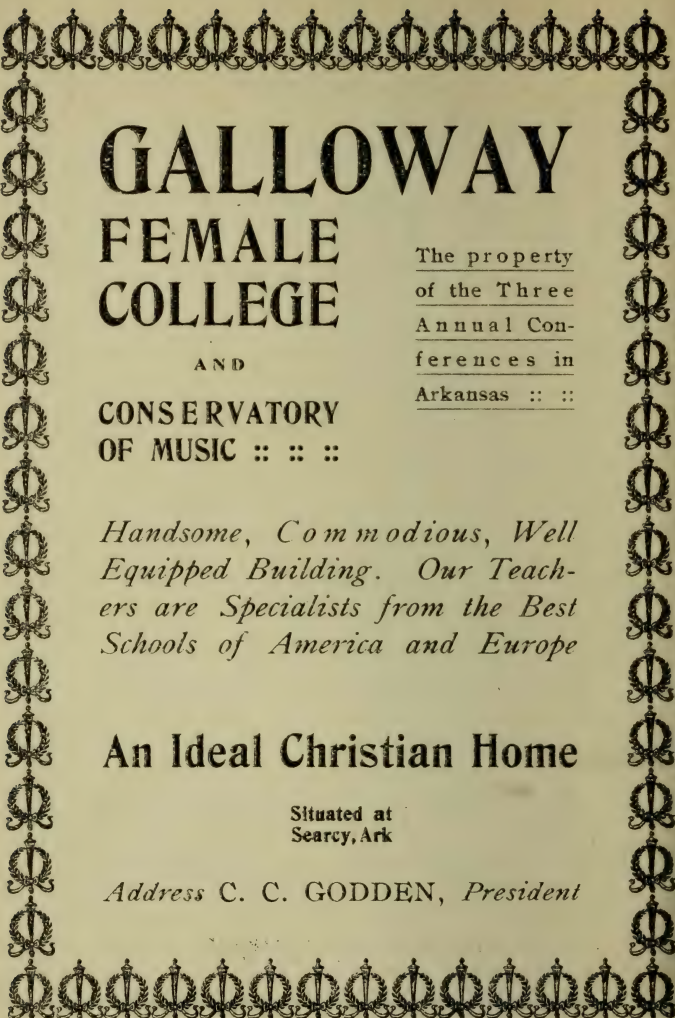
Academy, Gentry.....	84	Gymnasium.....	53
Academy, Imboden.....	85	History Courses.....	24
Academy, Mena.....	87	History of College.....	3
Accredited Schools.....	89	Instructors.....	55
Admission Examinations.....	13	Janitors.....	55
Admission Requirements.....	12	Journal.....	52
Affiliated Academies.....	81	Laboratory.....	50
Alumni Association.....	72	Land.....	60
Athletics.....	53	Latin Courses.....	25
Bachelor's Degrees.....	37	Lectures.....	54
Beneficiaries.....	46	Librarians.....	55
Boarding.....	45, 48	Library.....	48
Board of Trustees.....	8	Lights.....	44
Buildings.....	59	Literary Societies.....	52
Calendar.....	2	Location.....	58
Campus.....	59	Manual, Student's.....	43
Central Baptist College.....	58	Master's Degrees.....	39
Central Collegiate Institute.....	3	Mathematical Courses.....	24
Certificates.....	36	Mena Academy.....	87
Change of Name.....	3	Mirror, The.....	52
Choice of a College.....	61	Museum.....	50
Colleges, Other.....	36	Natural Science Courses.....	28
Commercial Department.....	73	Needs.....	92
Committees of Board.....	9	New Students.....	60
Control.....	6	Officers of Board.....	9
Counties.....	69	Orations, Senior.....	38
Courses of Instruction.....	17	Orchard Academy.....	84
Declamations.....	41	Outline of Courses.....	18
Degrees.....	35	Ownership.....	6
Departments.....	17	Parents.....	61
Discipline.....	42	Philosophy Courses.....	31
Dormitories.....	46	Political Science Courses.....	33
Educational Courses.....	18	Preparatory Department.....	76
English Courses.....	19	Prizes.....	56, 57
Entrance Examinations.....	13	Proctor.....	47, 55
Entrance Requirements.....	12	Purpose of College.....	4
Essays.....	41	Reading Room.....	48
Examinations.....	13, 40	Recitations.....	40
Expenses.....	44	Register of Students.....	63
Faculty.....	10	Reports.....	40
Fees.....	44	Scholarships for Academies.....	56
Free Tuition.....	46	Scholarships for Instructors.....	55
French Courses.....	21	Sloan Academy.....	85
Furniture.....	47	Tabor Hall.....	46
Galloway Female College.....	3	Teachers.....	60
German Courses.....	22	Theses, Senior.....	38
Government.....	42	Time of Opening.....	61
Grades.....	38, 40	Trustees.....	8
Graduates.....	70	Women, Admission of.....	48
Greek Courses.....	22	Young Men's Christian Ass'n.....	53



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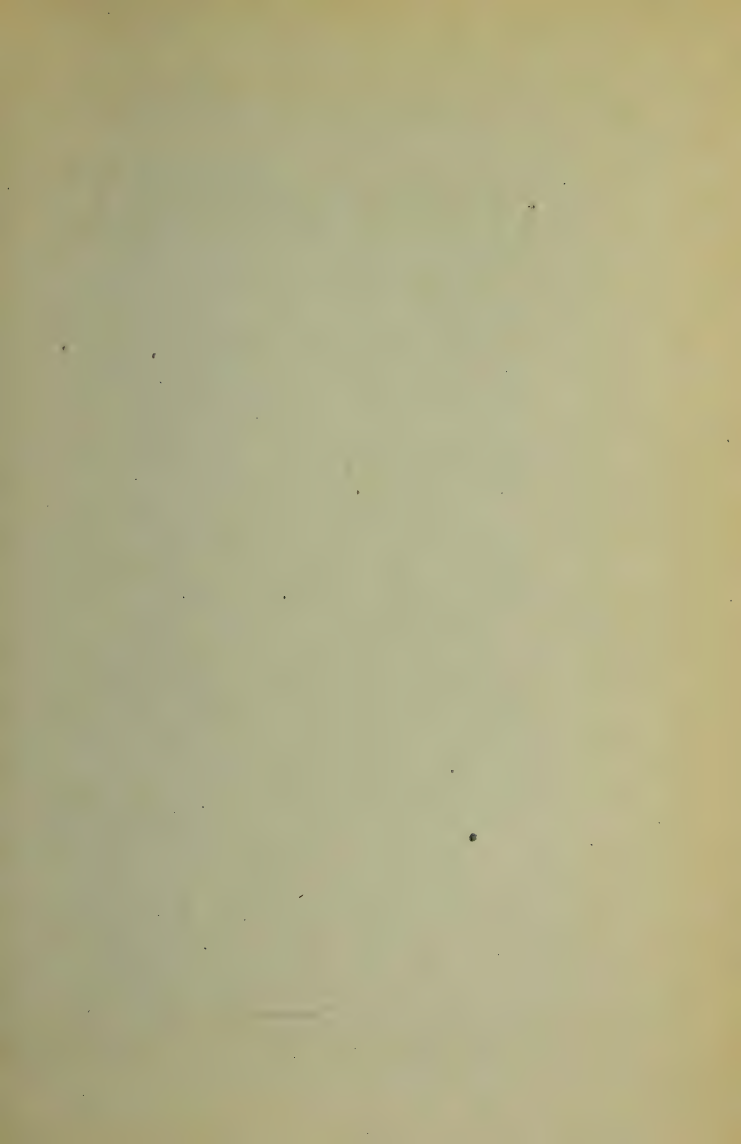
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ANNUAL CATALOGUE

OF

HENDRIX COLLEGE

CONWAY, ARKANSAS

REGISTER FOR 1901-1902
ANNOUNCEMENTS FOR 1902-1903

1902 :
PRESS OF CONWAY PRINTING COMPANY
CONWAY, ARKANSAS

COLLEGE CALENDAR 1902-03.

1902.

Sept. 19.....	First Term begins.
Sept. 19-20.....	Entrance Examinations.
Sept. 28.....	Opening Sermon.
Sept. 29.....	Y. M. C. A. Reception.
Nov. 1.....	Subjects for Senior Theses selected.
Nov. 11.....	First Declamation Day.
Nov. 27.....	Thanksgiving Holiday.
Dec. 15-19.....	Examinations.
Dec. 20.....	Winter Recess begins.
Dec. 30	Second Term begins.

1903.

Feb. 10.....	Second Declamation Day.
Feb. 21.....	Joint Session of Literary Societies.
March 16-21.....	Examinations.
March 25.....	Third Term begins.
April 21.....	Third Declamation Day.
May 1	Senior Theses submitted.
June 8-13.....	Examintions.
June 14.....	Commencement Sermons.
June 15-16.....	Contests and Anniversaries.
June 16	Annual Meeting of Trustees.
June 17	Commencement Day.

HISTORY.

In 1883 the Arkansas Conference of the Methodist Episcopal Church, South, realizing the importance and the necessity of an institution of the highest collegiate grade, authorized its Centenary Committee to establish a College for men. The committee met at Altus, June 10, 1884, and purchased, subject to Conference ratification, the Central Collegiate Institute, from its owner, Rev. I. L. Burrow. This action was ratified at the ensuing session of the Conference. During the same year the Little Rock Conference became a joint owner, and in 1886 the White River Conference entered the alliance. Thus, wisely, were the interest and strength of the Church in Arkansas concentrated upon one College, with the purpose of making it worthy of the Church.

As there was no college for girls, Central Collegiate Institute for five years admitted both sexes on equal terms. When, in 1889, Galloway Female College was opened, the Trustees of the Central Collegiate Institute decided that, while women should not be excluded, the institution should be for young MEN; and that, on account of the work done and by virtue of its relation to lower schools, it should be a college.

Accordingly, the name was changed to HENDRIX COLLEGE, in honor of Bishop E. R. Hendrix.

For several years the conviction had been growing in the minds of those who were in a position to understand the situation, that, although the College had done and was still doing a grand work, permanent success could be attained only in a stronger community, more centrally located. Hence, at their sessions in 1889, the question of location was considered by the three patronizing Conferences, and, by concurrent resolutions, the whole matter was referred to the College Trustees for final settlement. January 1, 1890, the Trustees, having met at Little Rock, after a full hearing of both sides, and after careful investigation of the claims of Altus, decided to receive propositions from towns desiring the College. March 19, 1890, at Little Rock, the Trustees received and considered propositions from seven towns; and, in consideration of centrality, a bonus of \$55,000, and other advantages, located the College at Conway. The property at Altus was sold, the College was transplanted, and in its new location has continued with increased vigor its important work.

PURPOSE.

Hendrix College, founded and maintained by a Christian Church, is intended to be in the highest sense a Christian institution. Complete education involves the spiritual nature and is best given in a genuinely spiritual atmosphere, where religion is made the foundation of character; hence the College tolerates nothing that tends to weaken true Christian faith and expects the life and teaching of each Professor to exert a positive, elevating influence. The College seeks to gather together a body of choice young men whose lofty ideas and consistent walk will react upon each individual, thus purifying, strengthening, and enlarging the life of all. As far as possible, the morals of students will be carefully cultivated, and all reasonable safeguards will be provided to protect them from vice and immorality.

If their highest interests are duly considered, young men, leaving for the first time the sacred shelter of home, will not be committed to teachers whose skeptical views or careless life may destroy confidence in the faith and hopes of religious parents, but teachers will be found who endeavor, by precept and example, to lead ever towards the ideals of the Great Teacher, the Way, the Truth, the Life of the spiritual world.

In this intensely utilitarian age men virtually worship money, nor will they cease until convinced that there are nobler and purer shrines. Not mere money-

changers, but true men are needed; hence the course of study and the discipline at Hendrix College are intended to provide that thorough education which alone fully prepares for the stern duties of a progressive age. The world's bustling activity calls for practical education, but the best thought refuses to pander to the tendency to regard as practical that alone which produces money and is measured in dollars. Education is only truly practical that produces genuine men. The type of manhood is the proper standard by which to estimate the value of any system of training. That education, which, ignoring culture, burdens the mind with tables and technical terms, simply because these may be useful in business or profession, is not practical and beneficial, but injurious in the extreme. Education founded upon all that is worthy in Science and Literature, giving development to mind and heart, building strong by building deep and broad, is truly practical. The student who has by hard thinking learned to think, not merely to memorize, who has acquired self-mastery, who has established his character upon eternal principles, is the man who will be felt as a power for righteousness, wherever he may be. To make strong, manly, Christian men, cultured in mind and heart, ready for service, loving God and fellow man, is the object for which Hendrix College has been founded and maintained.

OWNERSHIP AND CONTROL.

Hendrix College is owned by the Arkansas, Little Rock, and White River Annual Conferences of the Methodist Episcopal Church, South, and is controlled through a Board of Trustees composed of eighteen members, six (three clerical and three lay) from each Conference, appointed in such a manner that the term of one member from each Conference shall expire at the end of every Conference year. The property belongs in fee simple to the Church, and by concurrent resolution of the Conferences, the Trustees are forbidden to contract any debt for which the College property shall be liable. Thus after the present debt (now provided for) has been extinguished, the property will be absolutely safe. As the usefulness of the College may be greatly multiplied by liberal endowment and larger equipment, the friends of Christian education are urged to place more abundant means in the hands of the Trustees.

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(A. B., Hendrix College; Graduate Student University of Chicago, 1900.)

PROFESSOR OF MATHEMATICS AND GERMAN.

GEORGE HUTCHINSON BURR,

(A. M., Central College.)

PROFESSOR OF NATURAL SCIENCE.

DAVID YANCEY THOMAS,

(A. B., Emory College; A. M., Vanderbilt; Graduate Student of University of Chicago and Columbia.)

PROFESSOR OF HISTORY AND POLITICAL SCIENCE.

REV. GEORGE WASHINGTON HILL,

(A. M., Southern University; ex-Superintendent of Public Instruction Arkansas.)

PROFESSOR OF LATIN AND GREEK.

(To be filled at Board meeting.)

PROFESSOR OF ENGLISH AND FRENCH.

SAMUEL SPILLMAN WATERS,

(McTyeire Institute.)

PRINCIPAL OF PREPARATORY DEPARTMENT.

MAYNARD LESLIE HARTLEY,

(Special Student of University of Chicago, 1900.)

ASSISTANT IN LABORATORY.

INSTRUCTORS FOR PREPARATORY
DEPARTMENT.

A. L. HUTCHINS,

J. S. UTLEY.

W. H. LARK,

OFFICERS OF THE FACULTY.

PRESIDENT.....	S. ANDERSON
VICE-PRESIDENT.....	G. W. HILL
SECRETARY.....	W. E. HOGAN
LIBRARIAN.....	D. Y. THOMAS
SENIOR ASSISTANT LIBRARIAN.....	M. E. DUNAWAY
JUNIOR ASSISTANT LIBRARIAN	
PROCTOR.....	A. P. REYNOLDS

ENTRANCE REQUIREMENTS.

AGE.—No student under fifteen will be received unless he is under the immediate care of an older relative. For several years few students have been under sixteen, and the average age has been nearly twenty-one.

CHARACTER.—Only students of good moral character are admitted. Certificates or recommendations from former teachers and from ministers or others who are well known in their respective communities should be presented.

SCHOLARSHIP.—The preparation of students who seek admission to the Freshman class will be ascertained in the following manner:

1. A student who brings a certificate from the principal of an accredited school will be permitted, without examination, to enter classes for which his certificate shows he is prepared. If at the end of one month he has failed to sustain himself, he will be conditioned and may be required to make up deficiencies in a sub-college class.

2. If a student prefers to be examined before coming to college, questions will be sent to his County Examiner; provided that the student applies to the

President two weeks before the date fixed for the examination, indicating his preparation and the subjects on which he wishes to stand, and forwards one dollar to cover expenses of preparing questions. The applicant shall pay the examiner's fees, and the Examiner shall certify that the examination has been conducted as required in letter of instructions.

3. If a student does not present a certificate and has not been previously examined, he will be examined at the College on Friday and Saturday at the opening of the Fall Term, or he may stand the regular examinations with sub-college classes. Examinations begin at 9 A. M., Sept. 19, in Room 4.

SUBJECTS.—All candidates for degrees are examined in English, History, Latin, Mathematics, and one elementary Science. Examinations in Greek, French, German, and elementary Sciences are offered to students who expect to take courses requiring them.

The amount and kind of work and the time which should be given in an academy to each subject to prepare for Freshman Class, are indicated in the following outline:

I. ENGLISH.—Candidates for admission to the Freshman class in English are expected to show a knowledge of English grammar, some proficiency in English composition, and an acquaintance with English Literature such as may be obtained from a careful study and reading of the books given in the lists below.

Grammar.—Reed & Kellogg's Higher Lessons in English, and Meiklejohn's, Longman's, Allen's, and Kittredge & Arnold's grammars are recommended. Too much stress cannot be given to this work in the secondary schools of the State.

Composition.—Ability to write clear and correct English is expected of all students who present themselves for admission to the Freshmen Class in English. The proper preparation of this work includes constant practice in writing, based upon some elementary text-book in composition and rhetoric. Carpenter's Elements of Rhetoric and English Composition, or Hill's Foundations of English is recommended. Students whose work is seriously defective in spelling, grammar, punctuation, sentence structure, or division into paragraphs will be required to enter one of the preparatory classes in English.

Literature.—Two lists of books are given, one for Study and Practice, the other for General Reading. The examination on the books for Study and Practice pre-supposes the thorough study of the books named, and will be upon subject matter, form and structure. The books required for General Reading are to be read out of class. The candidate will be expected to show a general knowledge of the subject matter, and to answer simple questions on the lives of the authors.

The following are the books for 1901, 1902, 1903 and 1904. Equivalents will be accepted.

A. For Study and Practice: Shakespeare's Macbeth; Milton's Lycidas, Comas, L'Allegro and Il Penseroso; Burke's Speech on Conciliation with America; Macauley's Essays on Milton and Addison.

B. For General Reading: 1901 and 1902.—Shakespeare's Merchant of Venice; Pope's Iliad, Books I, VI, XXII, and XXIV; The Sir Roger de Coverley Papers in the Spectator; Goldsmith's Vicar of Wakefield; Coleridge's Ancient Mariner; Scott's Ivanhoe; Cooper's Last of the Mohicans; Tennyson's Princess; Lowell's Vision of Sir Launfal; George Eliot's Silas Marner. 1903 and 1904.—Addison's Sir Roger de Cov-

erley Papers; Carlyle's Essay on Burns; Coleridge's Ancient Mariner; George Eliot's Silas Marner; Goldsmith's Vicar of Wakefield; Lowell's Vision of Sir Launfal; Scott's Ivanhoe; Shakespeare's Merchant of Venice; Shakespeare's Julius Caesar; Tennyson's Princess.

To prepare thoroughly for Freshman Class, students in high-schools and academies, after doing elementary work in English, should spend at least three years on the work outlined above.

2. HISTORY.—United States. Barnes, Montgomery, or Eggleston will serve to suggest the amount of preparation.

Civil Government.—Some work like McClary, or Rhoton and Galbraith should be completed. Both state and national governments should be studied.

General History.—A General History, such as Meyers, Fisher, or Barnes, should be mastered; or a Greek History, like Meyers, or Oman, and a Roman History, like Meyers and Allen; or a History of England, like Montgomery's, may be substituted for Greek History.

In the high-school one year should be given to United States History; five months to civil government; and one year to General History, or to Roman History and Greek or English.

A fair knowledge of both ancient and modern geography is presumed and may be tested in history examination.

3. LATIN.—Caesar, four books; Cicero, four orations against Catiline; Vergil, four books, including Latin metre and versification; Latin Composition; Roman Mythology; translation of simple sentences and of connected English prose based on Caesar and Cicero.

In the high school, forms and rules should be thoroughly learned, and, in connection with both reading and prose, Latin Syntax should be carefully studied. Special attention should be paid to the etymology of English words derived

from Latin roots and to the acquisition of as large a vocabulary as possible. The quality of the work rather than the amount read is the desideratum. In the high-school three or four years should be given to this work.

4. MATHEMATICS.—Arithmetic, Ray's Third Part or its equivalent.

Algebra.—Factoring, L. C. M., G. C. D., Fractions, Simultaneous Equations, Involution, Evolution, and Quadratics.

Geometry.—All of Plane Geometry; ability to demonstrate theorems and to do original work.

In an academy or high-school, such a book as Ray's Third Arithmetic should be mastered; one year should be given to Elementary Algebra (Milne, or its equivalent); one year to Complete Algebra (Wentworth, or its equivalent); and a year to Geometry (Wentworth, or its equivalent).

5. PHYSICS, PHYSIOLOGY, PHYSICAL GEOGRAPHY, BOTANY. Any one of these four subjects may be offered for entrance. In the high-school from six months to a year should be given to each subject—much of the time being devoted to experimentation. Such texts as Twing's Elementary Physics, or Gage's Elementary Physics, Martin's Human Body (Briefer Course), or Hutchinson's Elementary Physiology, Bergen's Foundations of Botany, and Davis's Physical Geography should be used.

6. GREEK.—First Greek Book (White, or its equivalent); Anabasis, about one book; Prose Composition (Pearson) based on the Anabasis read.

In the high-school about fifteen or eighteen months should be given to Greek. The student should be well versed in Greek inflections and Syntax and be able to translate with ease into Greek easy prose based on Xenophon, or such as is found in Collar and Daniell's Beginner's Greek Composition.

7. FRENCH.—Thorough knowledge of the forms, familiarity with the principles of syntax, ability to translate easy En-

glish prose into French, and the reading of 300 or 400 pages of easy prose, are required.

8. GERMAN.—Thorough knowledge of the forms, familiarity with the principles of syntax, ability to translate easy English prose into German, and the reading of 200 or 300 pages of easy prose, are required.

High-school students may prepare in French or German in one year if they are mature and well advanced in other subjects, otherwise two years will be necessary.

DEPARTMENTS AND COURSES OF INSTRUCTION.

The work of the College is divided among the following Departments: Education, English, French, German Greek, History, Latin, Mathematics, Natural Science, Philosophy, and Political Science.

Usually a subject to which one recitation a week is given throughout the year has a value of one; or three recitations a week for one term give a subject a value of one. Unless it is otherwise stated, courses should be pursued in the order in which they are placed in the outline. In making up electives any course which is complete in itself may be counted, subject to conditions named in the course. Alternative courses are offered in such a manner that, without increasing the work of the professors, students by

proper election may pursue both courses. The requirements for a degree are given after the outline of the courses. The figures in parentheses indicate the number of hours a week given to the recitations of the respective classes.

OUTLINE OF COURSES.

EDUCATION.

PROFESSOR THOMAS.

1. HISTORY OF EDUCATION.—Brief survey of ancient and mediaeval systems, followed by more intensive study of modern reformers, such as Comenius, Rousseau, Pestalozzi, Herbart, Froebel, and Mann. Texts: Painter and Boone. For Juniors. (2.) First term.

2. EDUCATIONAL PROBLEMS.—In this course the rural school problems, secondary education, college and university problems, colored schools, and normal school problems, are examined critically. No text is used, but a printed bibliography, giving detailed references to some two hundred volumes in the library, is placed in the hands of each member of the class. The course is largely source study. All subjects are related to the present conditions in Arkansas. For Juniors. (2.) Second term.

3. SCHOOL MANAGEMENT AND METHODS.—The subject matter of this course is classification, incentives, governing power, punishment, tactics, methods, etc. The relation of school government to the formation of character and the social obligations of the public schools are studied. For Juniors and Irregulars. (2.) Third term.

4. PHILOSOPHY OF EDUCATION.—With some book like Rosenkranz as a text, the class will study the philosophy of the various systems of Education. For Juniors. (2.) Third term.

ENGLISH.

PROFESSOR ———

1. RHETORIC.—The theory of rhetoric, with practical exercises illustrating and applying the principles of the text. Practical skill in writing is gained from the preparation of weekly themes and fortnightly essays. Text-book, New-comer's Elements of Rhetoric. For Freshmen. (2.) Throughout the year.

2. INTRODUCTION TO ENGLISH POETRY.—This course aims to acquaint students with the elements of poetic form, and to help them to an intelligent interest in poetry. The spiritual or deeper meaning in poetry is emphasized. Text-book, Pan-coast's Standard English Poems. For Freshmen. (1.) Throughout the year.

Parallel reading for Freshmen: Carlyle's Heroes and Hero Worship; De Quincey's Confessions of an English Opium-Eater; Ruskin's Sesame and Lilies; Dickens's Old Curiosity Shop; and Thackeray's Vanity Fair.

3. ENGLISH COMPOSITION. ADVANCED COURSE.—Narration, description, and exposition. A study of principles and models. A theme each week, and six essays during the term. Text-books: Fletcher & Carpenter's Introduction to Theme-writing; Brewster's Specimens of Narration; Baldwin's Specimens of Prose Description; and Lamont's Specimens of Exposition. For Sophomores. (3.) First term.

4. PRINCIPLES OF LITERARY CRITICISM.—The purpose of this course is two-fold: (1) To cultivate in students a critical

appreciation of literary beauty; and (2) to help them to discover facts for a science of literary criticism. The course will be particularly helpful to those who expect to make a special study of literature, and serves as an introduction to courses 5, 7, 8, and 11. Winchester's *Principles of Literary Criticism* is used as a basis of work. Collateral reading will be assigned. For Sophomores. (3.) Second term.

5. CHAUCER, MILTON, AND 'BACON.—Reading and study of the Prologue and selections from the *Canterbury Tales*, parts of *Paradise Lost*, and selected essays from Bacon. Text-books: Corson's *Selections from the Canterbury Tales*; Rouse's edition of *Paradise Lost* (Macmillan); and Lounsbury's *History of English Language*. Parallel reading in these authors will be assigned. For Sophomores. (3.) Third term.

6. ARGUMENTATION. ADVANCED COURSE.—A critical study of the principles of argumentation, with preparation of briefs and argumentative essays. Text-book, Baker's *Principles of Argumentation*. For Juniors and Seniors. (3.) First Term.

7. SHAKESPEARE.—Four or five plays are read and discussed in class and about twice as many are assigned as parallel reading. The plays are so selected as to illustrate the author's range and the variations of his art in the successive periods of his life. Constant reference is made to the critical works of Moulton, Dowden, Corson, and Snider. Papers by the class. The Arden edition of Shakespeare is used. For Juniors and Seniors. (3.) Second term.

8. THE ROMANTIC MOVEMENT OF THE EIGHTEENTH CENTURY.—A study of English Poetry from about 1760 to 1830. Reading and interpretation of representative poems of Burns, Wordsworth, Coleridge, Byron, Shelley, and Keats. Lectures on the cause and significance of the Romantic Movement in literature. Papers by the class on work suggested by the

course. Any complete edition of the poets studied may be used as texts. Parallel reading will be assigned. For Juniors and Seniors. (3.) Third term.

9. ANGLO-SAXON.—Grammar, and reading of selections from Anglo-Saxon prose and poetry. Text-books: Cook's First Book in Old English; Bright's Anglo-Saxon Reader. For Seniors and Juniors. (3.) First term.

10. PROSE WRITERS OF THE NINETEENTH CENTURY.—Special attention is given to the writings of De Quincey, Macaulay, Thackeray, Carlyle, Ruskin, and Newman. Selected essays from these authors are read, and considered both in reference to their substance (the topics treated and the light they throw upon contemporaneous history) and to their style. Clark's study of English Prose Writers is used as a basis of work. Papers by the class. Parallel reading will be assigned. For Seniors and Juniors. (3.) Second term.

11. ENGLISH LITERATURE OF THE VICTORIAN ERA.—Tennyson, Browning, and Matthew Arnold. Representative poems of these authors are read and discussed in class. Lectures on the principal movements in literature during this period. Parallel reading will be assigned. Text-books: Corson's Introduction to Browning, and any good edition of Tennyson and Matthew Arnold. For Seniors and Juniors. (3.) Third term.

FRENCH.

PROFESSOR ———

1. Grammar (Edgren), including all the forms and the principal irregular verbs. Reading of about two hundred pages of easy prose. Pronunciation, composition, and sight-reading. This course, or its equivalent, is required for ad-

mission to the Freshman class, unless German or Greek is offered instead. When taken as a college elective it has a value of three. (4.) Throughout the year.

2. Careful reading, in class, of the best productions of classic and modern writers, such as Corneille, Moliere, Racine, Dumas, Hugo, Balzac, Lamartine, Vigny, Gautier. Parallel reading, sight-reading and composition. The authors and books read are varied from year to year. (3.) Throughout the year.

3. Extensive reading of the larger and more difficult works of the best authors. Study of French Literature. Writing of essays and critiques in French and English. Parallel reading will be assigned. (2.) Throughout the year.

This course will not be given unless as many as three elect it.

GERMAN.

PROFESSOR HOGAN.

1. Grammar (Joynes-Meissner), Part I. Reading of about one hundred and fifty pages of easy prose. Composition and sight-reading. This course, or its equivalent, is required for admission to the Freshman class, unless French or Greek is offered instead. When taken as a college elective it has a value of three. (4.) Throughout the year.

2. Careful reading, in class, of the best authors, such as Goethe, Schiller, Lessing, Freytag, Heine. Parallel reading, sight-reading, and composition. The authors and books read are varied from year to year. (3.) Throughout the year.

3. Extensive reading of the larger and more difficult works of the best authors. Study of German Literature. Writing of essays and critiques in German and English. (2.) Throughout the year.

This course will not be given unless as many as three elect it.

GREEK.

PROFESSOR HILL.

1. **ELEMENTARY GREEK.**—White's First Greek Book; Anabasis; Pearson's Greek Prose Composition; Goodwin's Greek Grammar. This course is required for admission to the Freshman Class, unless French or German is offered instead. When taken in college as an elective it will count only as a three hour subject. (4.) Throughout the year.

2. **SECOND YEAR GREEK.**—Xenophon, Anabasis; Homer, Iliad or Odyssey; Prose Composition; Grecian Mythology. As the main object of this year's work is to train students in the reading of Greek, much attention is given to grammatical forms and constructions, and to the acquisition of a good Greek vocabulary; sight translation is constantly practiced. Some collateral reading, especially in connection with the study of Homer, is required. (3.) Throughout the year.

3. **THIRD YEAR GREEK.**—Lysias, Plato, and Euripides or Sophocles; collateral reading in English. This course is made the basis for a general study of oratory, philosophy, and the drama as developed among the Greeks. Particular attention will be given to the life, character, and teachings of Socrates, and to the social and political condition of Athens. (3.) Throughout the year.

The following courses are offered for the benefit of those who may wish to pursue the study of Greek beyond the third year. They will be given in alternate years so that students who so desire may take both years' work.

4. Homer, selected books of the Odyssey. For rapid reading. (2.) First term.

5. Euripides and Sophocles, selected plays. (2.) Second and third terms.

6. In harmony with the above courses optional work will be offered on the Homeric Question, and the Origin and Development of the Greek Drama. Instruction will be by lecture, and students will be given themes for investigation.

7. Demosthenes or Aeschines. (2.) First term.

8. Plato, selected portions. (2.) Second term.

9. Aeschylus, Agamemnon. Introduction to text criticism. (2.) Third term.

10. History of Greek Literature, with lectures on its relation to the political and social life of the people. Themes for investigation by students. Optional. (1.)

HISTORY.

PROFESSOR THOMAS.

1. EUROPE FROM 476 TO 1789.—Contributions of Rome to the civilization of the world; dissolution of the empire; migrations of the Germanic peoples; the influence of the Church in reorganizing society; the growth of the Papacy; the Holy Roman Empire and its struggle with the Papacy. Reformation; religious wars; absolutism; struggle for constitutional government in England; colonization policies of European States; France under Louis XIV. Text-book, with daily reference to the library. Full notes required. For all Freshmen. (2.) Throughout the year.

2. FRENCH REVOLUTION AND EUROPE IN THE NINETEENTH CENTURY.—Antecedents of the Revolution; constitutions; work of Napoleon; development of national consciousness in Europe; reaction; Congress of Vienna; the Bourbons; Revolutions of 1830, 1843, and 1870; unification of Italy; unification of Germany; democracy in England, Eastern questions, partition of Africa. Text-book with daily reference to the libra-

ry. Note book required. For Sophomores. (2.) Throughout the year.

3. CONSTITUTIONAL HISTORY OF ENGLAND.—This course emphasizes the growth of the English kingship, judiciary, Cabinet, and Parliament; the spirit and life of movements as well as their constitutional products. The texts of constitutional documents are studied. Abstract of parallel readings required; commentaries compared; and institutions discussed. For Seniors. (3.) First term.

4. CONSTITUTIONAL AND POLITICAL HISTORY OF THE UNITED STATES TO 1829.—Relation of Colonies to mother country; their government; their constitutional development; efforts at union; the Constitution, contests between federal authority and states' rights; establishment of federal authority—money, tariff, foreign policy, internal improvements, judiciary, national bank, war of 1812; national democracy. Text-book with library work. For Seniors. (3.) Second term.

5. CONSTITUTIONAL AND POLITICAL HISTORY OF THE UNITED STATES FROM 1829 TO 1860.—Continuation of Course 4. Beginning with the popular sovereignty idea of Jackson, the class studies the rising power of the West, nullification, war on the bank, wild-cat banking, the contest over slavery—Texas, Mexican war, organization of federal territory, struggle in Kansas; war of secession. For Seniors. (3.) Third term.

Courses 3, 4, and 5 were given in 1901-2 and are offered for 1902-3.

LATIN.

PROFESSOR HILL.

1. Livy, selected books; History of Roman Literature. For Freshmen. (3.) First term.

2. Pliny or Cicero, selected letters. Pliny's letters are studied for their purity of style and language, and for the

light they shed upon contemporary history, society, and literature. Those of Cicero are of surpassing interest for the view given of the private life of their author. For Freshmen. (3.) Second term.

3. Horace, Satires and Epistles. The Satires are studied for the light they throw on Roman social life and character in the time of Horace, and as illustrating a characteristic, as well as the most original, type of Latin poetry. For Freshmen. (3.) Third term.

4. Horace or Catullus, Carmina. These are studied chiefly from a literary point of view as illustrating the highest excellence of Roman Lyric Poetry. The metres, historical relations, and mythology also receive attention. For Sophomores. (3.) First term.

5. Tacitus, Agricola and Germania. Attention is directed to this author's style, to his methods as a philosophical historian, and to his artistic and dramatic power in analyzing human character. For Sophomores. (3.) Second term.

6. Plautus, Captivi. Informal talks on the writers of Roman comedy, and on the sources of their inspiration. For Sophomores. (3.) Third term.

Frequent exercises in Prose Composition, either taken from some book, or specially prepared from the authors read in class, will be required throughout the Freshman and Sophomore years. Much emphasis is laid upon sight translation. Collateral reading is required in all the college classes.

The following courses are elective and may be taken by either Juniors or Seniors. They will be given in alternate years, so that students who desire may take both years' work.

7. Cicero, Brutus de Claris Oratoribus. (2.) First term.

8. Tacitus, Histories or Annals. (2.) Second term.

9. Plautus, Pseudolus; Terence, Andria. (2.) Third term.

10. In harmony with the above, courses will be given embracing a study of Roman Oratory, Roman Antiquities, and the Origin and Development of Roman Comedy. Instruction will be by lecture, and themes will be assigned for investigation. Optional. (1.)

11. Vergil and Ovid, rapid reading. (2.) First term.

12. Juvenal, Satires. (2.) Second term.

13. Plautus, Trinummus; Terence, Phormio. (2.) Third term.

14. LATIN LITERATURE.—Lectures will be given upon individual authors, with extracts from the same, and essays will be required of students on subjects to be assigned. Optional. (1.)

MATHEMATICS.

PROFESSOR HOGAN.

1. COLLEGE ALGEBRA (Wentworth).—Special attention given to ratio, proportion, indeterminate equations, the binomial theorem, convergence and divergence of series, and logarithms. For Freshmen. (3.) First term.

2. GEOMETRY (Wentworth Revised).—The work begins with the solution of numerous original propositions in Plane Geometry, proceeds through Solid Geometry, with exercises, and closes with a brief course in Geometrical Conic Sections. For Freshmen. (3.) Second term.

3. TRIGONOMETRY (Wentworth).—Plane Trigonometry completed, embraces the use of logarithmic tables, the usual applications to problems of heights, distances, etc. For Freshmen. (3.) Third term.

4. TRIGONOMETRY (Wentworth).—A rapid review of

Plane Trigonometry, and completion of Spherical Trigonometry, with numerous exercises and applications to solution of spherical triangles. Sophomores. (2.) First term.

5. ANALYTIC GEOMETRY (Bailey and Woods).—Construction and discussion of equations of the straight line, the circle, the conic sections. Discussion of the General Equation of the second degree. For Sophomores. (2.) Second and third terms.

6. CALCULUS (Osborne).—The entire year is devoted to the principles and applications of the Differential and Integral Calculus. For Juniors. (2.) Throughout the year.

7. DESCRIPTIVE GEOMETRY.—For Seniors. (2.) First and second terms.

8. SURVEYING.—For Seniors. (2.) Third term.

Courses 6, 7, and 8 are electives and will be given only when elected by three or more students.

NATURAL SCIENCE.

PROFESSOR BURR AND MR. HARTLEY.

1. ZOOLOGY.—This course consists of recitations and practical work in the laboratory. Some of the more common forms of animal life will be studied. Orton's Comparative Zoology and Colton's Practical Zoology. For Freshmen. (2.) Throughout the year.

2. CHEMISTRY.—The aim of the course is: First, a general knowledge of chemical phenomena; second, a thorough knowledge of Theoretical Chemistry and Stoichiometry; third, a careful study of the elements and their more important compounds; fourth, methods and work in Analysis, Qualitative and Quantitative.

Theoretical Chemistry.—The work begins with a careful study of a number of chemical phenomena which are used as a basis for the deduction of a general chemical theory. Numerous problems in stoichiometry are solved. Each student is assigned a desk in the laboratory, furnished with apparatus and chemicals and it is required that every statement shall be illustrated and verified by experiment; each student is further required to manufacture one or more salts under each basic element and to explain fully the process and the principles involved. Remsen's College Chemistry. For Sophomores. (3.) Throughout the year.

3. QUALITATIVE ANALYSIS.—The junior year is devoted to a study of Qualitative Analysis—four hours per week of practical work in the laboratory being required. The laboratory is a large, well ventilated, well lighted room, supplied with convenient working table, vacuum filtration, hoods for noxious vapors, constant water supply, a delicate balance, and all apparatus necessary for a thorough course in Qualitative and Quantitative Analysis. Noyes's Qualitative Analysis. Fresenius for reference. (3.) Throughout the year.

4. ORGANIC CHEMISTRY.—A course in Organic Chemistry consisting of recitations, lectures and laboratory work will be offered during the Junior year. Prerequisite, Inorganic Chemistry. Perking and Kipping. (3.) Throughout the year.

5. QUANTITATIVE ANALYSIS.—A course in volumetric and gravimetric analysis has been arranged for the accomodation of students who may desire a more extended course in chemistry. The work consists of four hours per week of laboratory work. Cairn's Quantitative Chemical Analysis. Fresenius for reference.

This course is an elective for students who have taken Inorganic Chemistry and Qualitative Analysis. (2.) Throughout the year.

6. PHYSICS.—In the advanced course the First Term is devoted to Mechanics of both Solids and Liquids and to Sound; the Second Term to Light and Heat, and the Third to Electricity and Magnetism. A text-book on general Physics is used, but is largely supplemented by experimental demonstrations. The student is led to note the general principles of Mechanics that apply throughout, and particular attention is given to such facts and principles as can be turned to practical account. The solution of a large number of problems is required and each student must keep a note book in which he records the results of all experiments. Gage's Principles of Physics. Prerequisites: Chemistry and Plane Trigonometry. For Juniors. (3.) Throughout the year.

7. A more advanced course in Physics will be offered for those who have taken the subject in the Junior year and who may desire a more extended study. Heat and Light were studied during the session of 1901-1902, Electricity and Magnetism are offered for 1902-1903. Text to be announced. For Seniors. (3) Throughout the year.

8. ASTRONOMY.—The aim of this course is to give the student a general knowledge of mathematical, descriptive, and physical Astronomy. The course is based upon text-book work. The facts with which all educated persons are supposed to be acquainted are committed to memory; the constellations are pointed out, and an opportunity is offered for observing the sun, moon, and planets through the telescope. In the computation of the size, weight, and orbits of heavenly bodies the students meet with problems which afford a good test of their mathematical acquirements. The history and development of the science is laid before them, and their attention is invited to the process of reasoning by which the sublime generalizations of Modern Astronomy have been achieved. Prerequisites: Physics and Sophomore Mathematics. Young's General Astronomy. For Seniors. (2.) Throughout the year.

9. **PHYSIOLOGY.**—The course in Human Physiology consists of text-book recitations, and lectures, with demonstrations. The microscope is used, furnishing valuable aid in the study of tissues. Hygiene is made a large element of the work. The study of the Human Body is supplemented throughout by a comparative study of the various orders of the animal kingdom. The course extends through the year and is open only to students who have taken the course in Chemistry. Martin's Human Body (Advanced Course.) For Juniors. (3.) Throughout the year.

10. **MINERALOGY.**—This course is intended to make the student familiar with the more common minerals, and to enable him to recognize the rock-making species in their ordinary association as rock masses. In the laboratory much practice is given in the determination of minerals; some fifty to seventy-five minerals being submitted for determination by means of the blow-pipe. Prerequisite: Chemistry. Dana's Manual of Mineralogy and Petrography. For Seniors. (3.) First term.

11. **GEOLOGY.**—The work in Geology is given by text-book recitations, supplemented by lectures and excursions for field work. The following topics are treated: The geological forces and agencies, or the dynamics of the earth's crust; the interaction of internal heat, and atmospheric agencies; the effects of heat, frost, chemical forces, glaciers, etc.; the destruction, transportation, and formation of rock; the origin of mountains; the phenomena of earthquakes, volcanoes and geysers; and the structure of rocks and rock masses. The work is completed by a rapid review of Historical Geology. Prerequisites: Chemistry and Mineralogy. Le Conte's Elements of Geology. For Seniors. (3.) Second and third terms.

PHILOSOPHY.

PRESIDENT ANDERSON.

1. PSYCHOLOGY.—Ladd's Outlines of Descriptive Psychology may be used as a basis for recitations. Discussions, theses, and reviews of standard writers are required. Simple experiments in Physiological Psychology are tried. (3.) First term.

2. LOGIC.—Hyslop's Elements of Logic is carefully studied, with constant reference to other works. (3.) Second term.

3. ETHICS.—Hamilton's The Moral Law, or Bowne's Principles of Ethics serves as an outline for lectures and discussions. Students are expected to criticise freely the ethical theories presented, and accept only those conclusions which stand the most rigorous tests. (3.) Third term.

Courses 1, 2, and 3 are required, and may be taken by Juniors or Seniors.

4. THE BIBLE.—A course in the English Bible will be given. It will vary from year to year, according to the preparation and purpose of the class, and may be so arranged that students who pursue the course one year may have different work for a second course. (1.) For Juniors or Seniors. Throughout the year.

5. CHRISTIAN EVIDENCES.—Fisher's The Grounds of Theistic and Christian Belief may be used as the text-book, but students are required to consult such authors as Seth, Flint, McCosh, Hopkins, Robinson, Alexander, and Gregory, and to prepare papers on selected topics. For Seniors. (1.) Throughout the year.

6. CHRISTIAN MISSIONS.—Whenever three or more students desire it, this course will be given. The details will be arranged according to the preparation and purpose of the class. For Juniors or Seniors. (1.) Throughout the year.

7. HISTORY OF PHILOSOPHY.—(1.) First term.

8. ETHICAL THEORIES.—(1.) Second term.

9. ADVANCED LOGIC.—(1.) Third term.

Courses 7, 8, and 9 are Senior Electives for students who have completed 1, 2, and 3. They will be given only when elected by three or more students. The details of each course will be arranged when the class is formed.

POLITICAL SCIENCE.

PROFESSOR THOMAS.

1. SOCIOLOGY.—This course is intended to introduce the student to the subject. It is based upon the theory that social problems are capable of scientific study and treatment, and is offered to encourage such an attitude of mind. For Seniors. (3.) First term.

2. COMMONWEALTH GOVERNMENTS.—This course emphasizes the government of the American Commonwealths; the place of the commonwealth in the federal system. The manner in which the several commonwealths have dealt with suffrage, education, internal improvements, private and public corporations, will be studied. The last two weeks will be devoted to Parliamentary Law. For Juniors. (3.) Second term.

3. NATIONAL GOVERNMENTS.—The constitutions and governments of England, France, Germany, Switzerland, and the United States are compared, the text of the constitutions being used. With Burgess as a basis the class also studies Bryce and Wilson. For Juniors. (3.) Third term.

4. ELEMENTS OF POLITICAL ECONOMY.—This course is designed to introduce students to the Science as at present de-

veloped. Bullock will be used as a text, daily reference, however, being made to Laughlin, Mill, Walker, and others. For Juniors. (3.) First term.

5. MONEY AND BANKING.—The history of money and banking is first briefly surveyed. This is followed by a study of typical banking systems in America and Europe. Bimetalism, governmental issues, and present problems of money are studied. Text-book; notes on parallel reading required. Course 4 is a prerequisite. For Seniors. (3.) Second term.

6. PUBLIC FINANCE.—Economics of the state; direct taxation; systems of taxation in American States and cities; property, income, corporation, land, and inheritance taxes are forms to be studied. Some text like Seligman will be the basis of the work. The method is the same as for Course 5. Course 4 is a prerequisite. For Seniors. (3.) Third term.

Courses 1, 5, and 6 were given in 1901-2, and are offered for 1903-4.

CERTIFICATES AND DEGREES.

It is desirable that every student should take a course leading to a regular collegiate degree, since a degree requires the co-ordination and completion of those branches which lead to a thorough and systematic education. There are, however, many young men who can never hope to finish a complete college course and who yet wish to pursue, with the advantages afforded by a college, a group of studies preparing them to secure good certificates as teachers. For their accommodation arrangements may be made to take any of the studies for which they are prepared, if it does not necessitate a change of schedule. Certificates showing the character and standing of such students will be granted on application.

While there is no strict classification of students as Freshmen, Sophomores, Juniors, and Seniors, yet each student is advised, if possible, to take courses belonging to the same year, to avoid conflicts in recitation periods and to approach each subject logically.

Each Professor may change from one course to another in his own department students who may be improperly classified; but the consent of the President is required to effect a change from one department to another. To effect such a change or to withdraw from a class, a written application must be made to

the President, who will sign it if he approves. The application must then be countersigned by the Professors concerned and be returned to the President.

Each student is required to take not less than twelve recitations a week, and is not allowed to take more than eighteen. A variation from maximum or minimum requirements will be allowed by the Faculty only on presentation of a written statement detailing the work and condition of the applicant, and permission thus given may be withdrawn if the results are not satisfactory.

Advanced students from reputable colleges are received on certificate and allowed such credit as their previous work may justify, but unsatisfactory class-work may lead to the withdrawal of credit and to the requirement of examinations. Certificates should give detailed statements of subjects studied, time spent, amount of work, and final standing in each.

Certificates and degrees are given under the conditions named below:

1. Certificate of Graduation in a School.—To receive this certificate the student must do all the class-work and pass satisfactory examinations on all subjects required in that School, and must satisfy the Faculty of his proficiency in English.

2. Normal Certificate.—To receive a normal certificate the student must complete the following subjects: Algebra, through quadratics; Plane and Solid Geometry; Elementary Physics; Rhetoric; Psychol-

ogy; General History; Latin Grammar and Prose Composition; Caesar, four books; Vergil, three books; Cicero, four orations; Constitution of the United States; Constitution of Arkansas; Zoology; Geology; Botany; Theory and Art of Teaching. Most of these subjects are sub-collegiate, but the course is required by law for a State Certificate. The State Superintendent cannot legally issue a certificate on the basis of a college examination, although it is far more severe than the State examination, but the completion of this course will prepare for the latter, and will indicate to the public the student's scholastic qualifications for teaching.

3. The Degree of Bachelor of Arts.—The sub-college prerequisites for the A. B. degree are (as indicated under Entrance Requirements) English, Latin, Mathematics, History (either General History, or Roman History and Greek or English History), Science (one of the following: Botany, Physics, Physiology, Physical Geography), and one additional language, French or German or Greek.

The Freshman and Sophomore courses, with the exception of a choice between Greek, French, and German, are prescribed. The Junior courses are largely electives within certain limits. The Senior courses, except the Bible, are unlimited electives.

It is not thought necessary to lay down several different degree courses from which the student may choose. During the first two years he is pursuing

those studies which discipline him and give character to the degree. During the last two years under the guidance of trusted teachers he may safely be allowed to give to the degree the coloring which represents his own thoroughly disciplined aptitudes.

The work is so arranged that the average student who has met all entrance requirements may take his degree in four years. An unusually bright or well prepared student by taking the maximum number of hours and by vacation study may shorten the time somewhat. Students attempting to reduce the time are urged to guard against superficiality and physical collapse.

In making up the electives a single course will be counted only when it is complete within itself. While 70 is the passing grade, yet no diploma or certificate is given unless the general average on all subjects is at least 75, and thoroughly acceptable work must be done on all required courses.

To take a degree the student must be of good moral character, must spend at least one year in Hendrix College, must write all essays required, and must prepare an oration or thesis under the following regulations. At the beginning of the Fall Term each Professor announces subjects connected with the work of his department. From these subjects each Senior is required to select, before November 1, a subject, and, under the direction of the Professor from whose list the subject is chosen, to prepare a thesis or an oration of not fewer than 1,500 words, to be submitted to the

Faculty by May 1, and when it is approved, to present to the Library for preservation a copy legibly written on paper of such style and size as may be selected for all. That Senior whose thesis or oration in the judgment of the Faculty, shows the widest research, greatest originality, and best literary finish, shall have the honor of reading or delivering the production on Commencement Day. The Seniors shall, before November 1, choose one of their number as Class Orator to represent them at Commencement.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS.

FRESHMAN YEAR.		SOPHOMORE YEAR.	
DEPARTMENT.	HOURS.	DEPARTMENT.	HOURS.
English.....	3	English	3
History	2	History or Pol. Sci.....	2
Latin	3	Latin.....	3
Mathematics	3	Mathematics	2
Biology	2	Chemistry	3
French, German, or Greek.....	3	French, German, or Greek.....	3
	16		16
JUNIOR YEAR.		SENIOR YEAR.	
Philosophy	3	Bible	I
Chemistry or Physics.....	3	Electives	14
Language Electives	6		15
Electives	3		
	15	Total number of hours for a	
		degree	62

An hour signifies one recitation (hour period) a week throughout the year, or three recitations a week through one term.

N. B. As post graduate work should be done in the genuine university, Master's degrees are not conferred by the College.

RECITATIONS, EXAMINATIONS, AND REPORTS.

Each Professor instructs according to his own methods, but the usual method is by recitation of lessons assigned in the text-books, supplemented by lectures and original class work. The black-board is used with nearly all classes.

When a student is absent from recitation, or fails, he is marked o unless the lessons missed are made up as the Professor may require. The privilege of making up recitations is only granted to students whose excuses are previously approved.

A record of each student's scholarship and deportment is kept, and twice each Term reports are sent to parents.

Examinations, either oral or written, are given at the discretion of the Professors, but the regular time for examinations is the last week of each Term. The Term standing is found by taking the average of the daily and the examination grades. No student whose average on any subject falls below 70, on a scale of 100, shall be allowed to graduate, nor if the grade be higher, should the examination grade be under 70. Accuracy in the use of English is required in all examination papers. Students may pass on the subject matter and be conditioned on English. The condition will be removed only when satisfactory evidence

is shown that the deficiencies in English have been overcome. Students who fail to pass on any subject may, at the option of the Professor, be required to pursue it again in class, or be re-examined. Before a student is permitted to stand a private examination, he must present the President's receipt for \$1, the amount fixed for an extra examination.

All deficiencies must be made up by Seniors before the beginning of the Third Term.

Students who have an average daily grade of 95 and who have not been absent more than 5 per cent of the time required for their classes, may, without examination, receive a passing grade, at the discretion of the several Professors, provided that no one may compete for any scholarship prize without standing all examinations.

Students making an average grade of 85 are considered distinguished and their names are published in THE MIRROR.

ESSAYS, DECLAMATIONS, AND ORATIONS.

During the session three declamations are required from each student. The dates are published in the Calendar.

Debates and orations on Washington's Birthday and in contests are accepted in lieu of regular decla-

mation requirements, if due notice is given to the President.

All declamations, essays, orations, and papers, prepared by students for public delivery, must be submitted to the Faculty at least ten days before delivery, and then must be delivered as corrected.

GOVERNMENT.

The rules are made by the Faculty, consisting of the President and regular Professors, and discipline is administered by the President.

In the government of the College the President, conferring freely with the Faculty, has general oversight, while the Professors govern their respective class-rooms and report to the President all infractions of rules and all disorders that come under their observation.

Knowing that the best disciplinary results can be secured by appealing to a student's sense of honor, and by imposing responsibility upon him, the Faculty adopt only necessary rules and require the active co-operation of all students in maintaining law and order. Wherever such a system of government has been used the results have been highly satisfactory, and the students of Hendrix College, whenever tried in this way, have shown themselves worthy of all

confidence. The advantage of this system is not merely the admirable order secured among students, but it increases their manliness and self-respect and prepares them for self-government and the important duties of citizenship.

Young men, who are not disposed to assume responsibility and submit to wholesome discipline, should not apply for admission. Kindly, helpful admonition will be given when students appear to be merely thoughtless or indolent, but should viciousness or lawlessness be discovered, the punishment will be prompt and severe, extending from demerits and public reproof to suspension and expulsion. Severe punishment, however, will be administered only when the highest interests of the whole school require it, on the theory that the reformation of the offender and the protection of the innocent are more important than the vindication of the letter of the law.

On account of their length, the rules and regulations are not published in the catalogue, but a Student's Manual, containing explicit rules, is provided for each student, and a copy is sent to parents also, that they may be able to co-operate with the Faculty. Parents may rest assured that the rules are wholly for the student's good, and are founded on experience and common sense.

The report sent to parents will show, in addition to class-standing, the deportment of students as far as known, and special reports will be made whenever it is necessary.

MISCELLANEOUS INFORMATION.

EXPENSES.

Tuition in College classes, per term.....	\$20.00
Tuition in Sub-Freshman classes, per term.....	15.00
Tuition in Second Preparatory classes, per term.....	12.00
Tuition in First Preparatory classes, per term.....	9.00
Matriculation Fee, payable once each year.....	1.00
Library and Reading Room Fee, per term.....	1.00
Science Fee for Sub-Freshman and Preparatory classes, per term.....	\$1.00 to 2.00
Science Fee for College classes, per term.....	2.00
Chemistry or Mineralogy, per term.....	3.00
Fee for Diploma.....	5.00
Fee for Certificate of Graduation in a School.....	3.00
Board at Tabor Hall (actual cost), per month.....	\$6 to 9.00
Dormitory Rooms (unfurnished), per month.....	\$1.50 to 3.00
Electric Light, per term.....	1.50
Fuel for Room, during winter, per month.....	50 cents to 1.50
Furniture for Room, according to student's taste.....	\$10 to 20.00
Board, Room, Fuel and Lights, in families.....	\$8 to 12.00
Laundry Work, per month.....	50 cents to 1.50
Books and Stationery, according to classes.....	\$5 to 12

In order that estimates may be easily made, the following tables are given, showing necessary expenses in the Preparatory, Sub-Freshman, and Collegiate Departments for the scholastic year:

	FIRST PREPARATORY.	SUB-FRESHMAN.	COLLEGIATE.
Fees	\$ 4.00	\$ 4.00	\$ 4.00
Tuition	27.00	45.00	60.00
Board	90.00	90.00	90.00
Books, about	7.00	12.00	18.00
Laundry	9.00	9.00	9.00
Total for the year.....	\$137.00	\$160.00	\$181.00

If a student belongs to the various student organizations, about \$5 more will be required, but the expense is voluntary, as no one is forced to unite with these organizations. In estimating school expenses the following facts should not be overlooked: Young men at home must spend money for clothing and incidentals; hence such things should not be considered a part of the *school* expenses, although they must be counted in calculating the amount that a student will require. No uniform is necessary, and economy in dress is encouraged.

The centrality and accessibility of the location make railroad expenses very moderate.

For a term of twelve weeks, *necessary* expenses may be reduced to \$48, and they should not exceed \$65, even when private board and collegiate courses are taken.

The school and boarding month is twenty-eight days, and the Term is twelve weeks, exclusive of opening and commencement week. The session is divided into three Terms.

Students taking irregular courses are charged tuition of higher course, if there are two or more studies therein.

Students may enter at any time, and are charged tuition from the beginning of the week in which they enter. Fees are due at the beginning of each Term, and no student may matriculate until they are paid. Tuition is payable at the beginning of each Term, but may be paid monthly.

No tuition is returned for absence during the last two weeks of any Term. Reduction may be made for two weeks' absence caused by sickness, or when cause can be shown for withdrawal, if, in the latter case, ten days' notice is given, and the amount is not less than one month's tuition. These restrictions are made because students are expected to enter for a term, and the College is always ready to fulfill its part of the contract.

Board and room rent are payable monthly in advance and

are not refunded if, after beginning a month, a student changes before the end of that month; but when he has withdrawn from the College three-fourths of the balance will be returned.

Free Tuition.—Children of itinerant preachers of the M. E. C. S., and young men preparing for the ministry of any evangelical church receive tuition free, but are expected to pay the regular fees and extras. To show that they are entitled to free tuition, all beneficiaries should present certificates from pastors or Quarterly Conferences. Ministerial students are expected to give notes for tuition, which become void as soon as regular ministerial work is begun.

TABOR HALL AND DORMITORIES.

As it is desirable that a student's fare be wholesome and abundant, yet inexpensive, and as these results can be secured only by boarding many together, the Trustees have wisely provided a dining hall, known as Tabor Hall (named in honor of Rev. E. A. Tabor), in which two hundred persons may take their meals.

The first story of this handsome two-story brick is used for a dining-room, and the students have effected a thorough organization for the purpose of securing cheap but wholesome fare under the most favorable conditions.

The tables will be carefully managed and board furnished at cost, from \$6 to \$8 a month. Board, including fuel, has never cost more than \$9, and has been as low as \$6.70.

This is no ordinary boarding-house, but the fare and service are far superior to anything usually found at colleges.

The second story of Tabor Hall is divided into ten rooms, and on either side are double rows of brick dormitories containing sixteen rooms. Each room is 12 x 16, is well lighted

and ventilated, and opens upon a veranda by which all are connected.

These rooms and others in cottages on the campus are rented to students for from \$2.50 to \$3.50 a month, including electric lights. Two students may occupy one room and furnish it according to their taste. Bedding and toilet articles may be brought from home. A reduction will be made if a room is rented for the session, and special rates may be secured when two rooms are used in common by two or three students.

By this arrangement students are not crowded together in large buildings, but each room is practically separate from all others and yet near enough for convenience, and the cost of board, room, and furniture will vary according to the taste and ability of each student.

Furniture costs from \$6 to \$20 per room, and may usually be sold at a small discount when the students leave. If furniture is unsold, it must be left with the Proctor, who will be allowed ten per cent for selling when furniture is not handled and twenty per cent when it is stored. If the room is needed, the furniture must be removed and stored, and all furniture unsold at the end of the first month of each term may be sold at auction. This arrangement is necessary to prevent the accumulation of unsalable rubbish.

A Proctor is appointed for the dormitories, and his duty is to protect the buildings and report to the President the condition of rooms. A damage deposit of \$2 is required of each occupant of a room, and this will be returned on presentation of the Proctor's certificate that the room is not damaged.

The occupant of a room at the close of a session may retain it for the next session by notifying the Proctor before Commencement Day; but if he is not present on Thursday, before the first day of the Fall Term, he must deposit one month's rent in advance to hold the room. Students who write in advance for rooms should forward \$2 as a guaranty, to be for-

feited if the room is not taken. Before he is allowed to occupy a room, a student is expected to sign an agreement specifying the terms of occupancy. Blanks will be furnished by the Proctor and the agreement must be approved by the President.

PRIVATE BOARD.

While students are usually expected to room on the campus and board at Tabor Hall, yet, by special agreement with the President, a limited number may board at such private houses as may be approved by the Faculty. Only thoroughly reliable and respectable houses are endorsed, and the Faculty reserve the right to withdraw students at any time, if their conduct or the management of the house prove unsatisfactory. Several good families furnish excellent board at \$8 to \$12 a month.

THE ADMISSION OF WOMEN.

While Hendrix College is intended primarily for young men, yet its doors are open to young women who prefer the course of study and training offered in a strong college, and the rules are the same for all. No woman under twenty-one years old will be admitted, unless she is prepared to enter collegiate classes.

No boarding house is provided for women, hence only such as may safely be allowed to board in private families will be admitted, and they should correspond with the President in order to secure suitable boarding places.

LIBRARY AND READING ROOM.

PROFESSOR THOMAS, Librarian,
M. E. DUNAWAY, Senior Assistant.

A large, well-lighted room on the second floor is used exclusively for the Library and Reading Room. Under the care of three student Librarians the room is kept open every day from 9 to 12 in the morning and from 1:30 to 5 in the afternoon.

Works of reference and current literature are kept in the Reading Room section of the Library and may be used in the room by all students, but may not be removed except on written request approved by the President.

Books in the Library proper may be consulted on the shelves or carried away by holders of Library Pass Books. These may be secured on the payment of the Term fees and the deposit of a dollar.

The Library, including the Y. M. C. A. Library generously donated by the people of Conway, now comprises about 7,000 bound volumes and 6,000 pamphlets and unbound reviews and magazines. They include fifteen cyclopedias and the most important works on theology, history, biography, philosophy, politics, economics, education, criticism, poetry and fiction. The collections on education, history, and political subjects are unusually fine, and afford excellent facilities for source study. Many rare books have been secured. By purchase and donation from 500 to 1000 books are added each year.

Nearly all standard works are on the shelves, but as interest in special subjects increases, a wider range of literature is necessary and many books not readily obtained at the book-stores become desirable. There are hundreds of books in private libraries that are of no special value to their owners that would be exceedingly valuable to the College Library. Friends are urged to contribute to the growth of the Library any kind of books. Many books regarded as utterly

worthless are wanted because they are necessary to the investigation of historical questions.

During the past year the following periodicals were kept on file: S. M. Quarterly Review, North American Review, The Forum, The Arena, Homiletic Review, Educational Review, Review of Reviews, Current History, Missionary Review, S. S. Times, Literary Digest, Independent, Chatauquan, The Century, Leslie's Monthly, American Journal of Sociology, Political Science Quarterly, Municipal Affairs, Normal Instructor, New England Journal of Education, Southern School Journal, Teacher's Institute, Scientific American and Supplement and Building Edition, Atlantic Monthly, Cosmopolitan, Success, Gunton's, Public Opinion, World's Work, Science, Modern Culture, The Critic, Saturday Evening Post, Nashville Christian Advocate, New York Christian Advocate, St. Louis Christian Advocate, Arkansas Methodist, Arkansas Baptist, Youth's Companion, Arkansas Daily Democrat, Arkansas Daily Gazette, and a score of college journals, and many county newspapers. Others will be added as the fund increases and as other publishers contribute. After serving their purpose in the reading room the most valuable periodicals are placed in the Library.

LABORATORY AND MUSEUM.

The Laboratory and Museum together occupy four large and well lighted rooms. The physical laboratory is fitted with cases for the storage of apparatus, of which there is a considerable assortment, such as, a sonometer, set of Quincke's tubes, seven-in-one apparatus, vibrating plates, radiometer, hydrometers, thermometers—maximum and minimum—barometer, galvanometers, dynamos, motors, compound microscopes, Wheatstone's bridge, rheostats, and a great number of minor pieces of apparatus. In the study of Astronomy the telescope is used. This is a good instrument of three-inch

aperture, with powers ranging from 60 to 400. This physical laboratory is also furnished with tables and desks and is used as the recitation room for all classes in science.

For use in the subjects of Physiology and Anatomy a number of fine plaster models is found in the laboratory; as follows: Heart, heart—lungs—trachea, brain, eye, and ear. These models are constructed to show all the parts distinctly and are of invaluable aid to the student. The laboratory also contains several fine anatomical charts and a skeleton.

The chemical laboratory communicates with the physical. This laboratory is completely equipped with a full stock of chemicals, glassware, balances, desks, constant water supply, and everything necessary for the acquirement of a thorough and practical knowledge of the subject. There is also a dark room in connection with the laboratory for use in photography.

Through the liberality of Mr. W. M. Clifton, of Morrilton, a second laboratory has been fitted up for the advanced work in Chemistry.

The museum is located on the second floor and is well furnished with cabinets, which contain the Zoological, Geological, and Mineralogical collections, all classified and well fitted for instruction.

The Frank Parke Geological Cabinet, containing about a thousand mineral specimens, classified and consecutively numbered according to Dana's System of Mineralogy, will be found of great value to students of Mineralogy and Geology.

The Zoological cabinet is made up chiefly of reptiles, of which there is a considerable number, and the collection is being rapidly increased.

The purely geological specimens are chiefly palæontological.

During the summer of 1892 the Professor then in charge traveled in the Rocky Mountains, making collections. Special efforts are being made to secure collections illustrating the wonderful mineral resources, the flora and fauna of Arkansas. Friends throughout the state may render much

aid by contributing specimens and natural curiosities of all kinds and their interest and assistance are earnestly solicited to make ours a representative Arkansas collection.

For use of apparatus and materials, fees will be charged in the science classes, as follows:

Chemistry and Mineralogy, each per term.....	\$3 00
Other college classes, each per term.....	2 00
Preparatory classes, each per term	\$1 00 to 2 00

In addition to the above, every student in Chemistry is required to pay \$5 for a breakage ticket to cover the cost of all apparatus which he may break or damage. The unused portion of each ticket will be redeemed at the end of the year.

LITERARY SOCIETIES.

The Franklin and Harlan Societies have been thoroughly organized, are ably conducted by the students themselves, and afford excellent opportunities for social, literary and forensic improvement; and above all, they develop the student's powers of self-government and prepare him for the active practical duties of life.

The Faculty testify to the efficiency of these societies, and urge all students to become members.

In the Main Building each society has a large, comfortable hall, handsomely furnished. The members deserve great credit for their success in fitting up their halls so elegantly and comfortably.

THE STUDENTS' JOURNAL.

THE HENDRIX COLLEGE MIRROR is a forty-eight page monthly, edited by the students themselves. It contains editorials, local news, Y. M. C. A., religious and alumni notes,

clippings from exchanges, literary articles by students, and educational and other articles by the Faculty. It is a "Mirror" of the College life; but its literary and educational features make it valuable even to persons in no way connected with the College.

Editor-in-Chief, S. S. Jefferies.

Business Manager, A. P. Reynolds.

Terms: One dollar per year in advance. A limited number of first-class advertisements will be taken. Rates given on application. All business letters should be addressed to the Business Manager, and other communications to the Editor-in-Chief.

Every student who secures subscribers to THE MIRROR at the regular price will receive from the Business Manager a certificate for tuition equal to fifty per cent of the subscriptions secured. If the solicitor is entitled to free tuition a forty per cent cash commission will be allowed. The writer of the best prose article will receive an International Dictionary.

THE YOUNG MEN'S CHRISTIAN ASSOCIATION.

Among the factors for good, the Y. M. C. A. takes high rank. It is officered by the best men in the College, has monthly business meetings, and devotional meetings every Sabbath. Nearly all the young men are members, and large numbers attend regularly. It is an association of young men for moral and spiritual improvement; its religious services are characterized by deep spirituality, and its members are the most active Christian workers. A large well furnished room in the Main Building is used by the Association. At the beginning of each Term, a committee meets all trains to receive new students, and a reception is held in the Association Hall to welcome them and bring them at once into cordial relations with the best elements of college life. The president for 1902-3 is W. S. Cazort.

THE GYMNASIUM AND ATHLETICS.

— PHYSICAL DIRECTOR.

The Gymnasium is a large, well-ventilated basement room, supplied with dumb-bells, Indian clubs, parallel and horizontal bars, etc. Classes will be formed for drills in physical culture and systematic gymnastics. No charge for tuition is made. All students are required to join the classes and by regular exercise to strengthen the body. With reasonable care and exercise a student should improve in health during his stay in college. As it is now generally conceded that the highest scholarship and greatest usefulness are almost impossible without vigorous health, the value of a good gymnasium is evident.

Under the careful supervision of the College Athletic Committee, composed of representatives of both Faculty and students, outdoor sports will be encouraged and will afford invigorating pastime, freed from vitiating influences.

Under proper restrictions intercollegiate athletics will be allowed, but character and good class-standing are necessary to membership in regular teams.

The Athletic Field, recently improved at considerable expense, is the best college field in the State, and affords excellent facilities for inter-collegiate games.

A tennis club has been organized. Courts have been prepared near the Main Building and many pleasant evenings are spent on them at this delightful game. The club will be continued. Membership fee, \$1.

Hereafter, if students show sufficient interest in athletics and make reasonable preparation for an exhibition of running, jumping and other events, the afternoons of the first and third Declamation Days will be devoted to field sports. It is probable that several prizes will be offered.

LECTURES.

Professional lecturers and men distinguished in the various professions are from time to time invited to lecture before the students. Special lectures are also delivered by different members of the Faculty. During the session of 1901-2 the students had an opportunity to hear Dr. W. R. Lambuth, Bishop J. S. Key, Dr. Hinton White, Prof. Hawks, Mr. Chas. Underhill, Dr. Jas. Hedley and others.

LECTURES FOR ACADEMIES AND LITERARY CLUBS.

While the College does not offer regular "university extension" courses, yet academies or literary clubs desiring lectures on subjects related to any course offered in the catalogue, may usually arrange with the Professor in charge of a course to deliver a lecture or a series of lectures on his special subjects. In order to secure lectures application must be made early, since the Professors can leave the College only on convenient occasions and must have ample time to arrange the dates.

SCHOLARSHIPS FOR INSTRUCTORS.

In order to aid worthy students who expect to become teachers, the Faculty each year will appoint advanced students as instructors in English, History, Latin, Mathematics, and Chemistry. Each instructor is required to teach, under the direction of the President and Professor in charge of the Department, one of the lower classes and receives as compensation his tuition, but is expected to pay for fees. Graduates or advanced students from reputable schools may be appointed. In their applications, which should be made before April 1, candidates for instructorships should state their educational qualifications and experience, and give references to

former teachers. Full information will facilitate selection. Appointments will be made about May 1. The tuition is the least valuable part of the compensation, since the experience in teaching and the connection with the College should prove highly valuable to the student who is preparing to teach.

APPOINTMENT OF LIBRARIANS AND OTHERS.

The Proctor, three Librarians, and three Janitors receive compensation in tuition. These positions are given to students already in the College, who have demonstrated their ability and worth. Young men who have never been students of Hendrix College need not apply, but must enter the College and prove their fitness. By the help of these and other positions many of the best students are working their way through college.

New students who need aid may pay for tuition in labor at the rate of ten cents an hour.

LIBERAL OFFER FOR BEST EXAMINATIONS.

The student who, at the regular college entrance examination, makes the highest average on English, Mathematics, Latin, and History, shall receive free tuition for two years provided, that at least five stand the examination. If ten stand, the second best shall receive one year's tuition, and other prizes may be given when the number of successful applicants is large. Additional prizes of a year's tuition each for the best examination in French, German, and Greek shall be given to applicants who stand highest in those subjects provided, that the students pass on the first four subjects. Thus it is possible for a student to secure free tuition for a full college course.

LIBRARIES FOR ACADEMIES.

A school library worth \$50 will be given to that school which sends the largest number (not less than two) of paying students who enter as regular Freshmen. Books worth \$25 will be given to the school whose students make the highest average grade on entrance examination at the College.

SCHOLARSHIPS FOR STUDENTS.

In each academy and high school the student who, during a scholastic year, stands highest in his classes will receive free tuition for one year on presentation of the principal's scholarship certificate. These scholarships are not transferable, but may be extended from year to year, if the holders are delayed in using them.

PRIZES.

Prizes for excellence in speaking, writing and scholarship have been offered by friends of the College. The conditions of the contests are not published, but are announced to the students. The prizes are as follows, and for 1901 were awarded as indicated below. The awards for 1902 were not made when the catalogue was printed.

1. The Arkansas Methodist Declamation Prize for the best declamation below Junior Class, to S. T. Hughes.
 2. The Faculty Essay Prize, for the best essay by a college student, offered by the Faculty, to F. E. Robins.
 3. The A. S. McKennon Scholarship Prize, for general scholarship in College classes, offered by Hon. A. S. McKennon, S. McAlester, I. T., to S. S. Jefferies.
 4. THE MIRROR Literary Prize, for the best literary article
- THE HENDRIX COLLEGE MIRROR, not awarded.

5. The T. H. Ware Mathematical Prize, for the best work in Freshman and Sophomore Mathematics, offered by Rev. T. H. Ware, to W. L. Oliver.

6. The Debater's Prize, for best debate in the Inter-society Debate, to J. B. Cox.

7. The Preparatory Essay Prize, for the best essay by a Preparatory student, to Etta Robins.

8. The Preparatory Scholarship Prize, for the best general scholarship among Preparatory students, to Glennie Miles.

LOCATION.

Conway is a thriving town of 2000 inhabitants, and is situated on the Little Rock and Fort Smith railroad, thirty miles from Little Rock. It is only seven miles from the geographical center of the State, and fifteen miles from the point where the three patronizing Conferences corner.

Being one mile south of a range of the Ozark Mountains, on the edge of a high rolling prairie, in an open grove of magnificent oaks, it is by nature, one of the most beautiful and healthful towns in the State. It is seven miles from the Arkansas River, and there are neither swamps nor sluggish streams for many miles around. The surface slopes sufficiently for good drainage; and since the soil is full of sand and gravel, and is underlaid with slate, standing water is unknown.

Being south of the mountains, Conway is subject neither to rigorous winters nor sudden climatic changes, so injurious to delicate constitutions, and yet its altitude precludes malarial influences and the fresh prairie breezes prevent the debilitating effects resulting from heat in places less favorably situated, though in higher altitudes.

The moral and religious influences are good. By special act of the Legislature the sale of intoxicants is prohibited

within a radius of ten miles. There are six church houses, Southern Methodist, Baptist, Presbyterian, Lutheran, Episcopal, and Roman Catholic, and several other denominations have small organizations. A good public school with an enrollment of over three hundred, affords excellent opportunities for primary education.

The liberal donation of \$55,000 to secure the location of Hendrix, and of \$30,000 to secure the Central Baptist College, show the real spirit of Conway's citizens, and indicate their appreciation of higher education and their determination to secure its benefits. The people are thoroughly identified with the College, and will give a hearty welcome to all who come among them in the same spirit. During the last twelve years many substantial improvements have been made, clearly proving that Conway is fast becoming an ideal college town. After twelve years' observation, Trustees, Faculty, and students are highly pleased with the location.

CAMPUS AND COLLEGE BUILDINGS.

The campus, comprising thirty acres, is in the northern part of the town, about three-fourths of a mile from the depot.

The railway, running north and south, cuts off a narrow strip on the west. This will be beautified and used as a park.

Through the middle of the larger portion extends a beautiful, gently sloping ridge, the highest ground in the town. All principal buildings are on this ridge and front toward the railroad, which is about one hundred yards away. On the south end of the campus the Main Building has been erected at a cost of \$30,000, and is a handsome, substantial, three-story brick, 124x96 feet, containing chapel, recitation rooms, library, laboratory, and Y. M. C. A. and society halls. Tabor Hall is a fine, two-story brick, 38x78, situated on the north end of the campus, and intended for a dining hall and dormitory. Its cost was about \$7,000. On either side of Tabor Hall

are brick dormitories, and between it and the main building is the President's house. Several frame cottages were on the campus when it was selected. They have been moved together and improved, and now afford pleasant rooms for students.

The campus has been graded and sodded, walks and drives have been laid off and many shrubs and shade trees have been planted. Naturally beautiful, the campus will be, when fully improved, a spot of unusual attractiveness.

An electric light plant in the town furnishes light in the College and all the dormitories.

A telephone exchange promotes local convenience and gives connection with the principal places in the State.

COLLEGE LANDS.

Just north of the campus is a splendid tract of fifty acres, owned by the Trustees. This has been laid off in town lots with wide streets and alleys, and will be sold for the benefit of the College. Persons who wish to locate near the College will find these lots convenient and pleasantly situated. The agent, Rev. F. S. H. Johnston, will answer all questions concerning this property.

TO TEACHERS.

The normal course, the thorough instruction, the association with mature students, and the moderate expense offer many attractions to teachers. Over four hundred teachers have been in attendance during the past twelve years, and many are now filling responsible places.

Special efforts are made to secure good positions for worthy teachers. School authorities may apply to the President for teachers in the full assurance that only the competent will be recommended.

Former students are requested to keep the President informed of their whereabouts so that he may assist them in finding suitable positions.

TO NEW STUDENTS.

Bring certificates of character from your last teachers and your pastors. At the opening of the Fall Term, a committee, wearing the College colors, black and orange, will receive all new students as they arrive at the depot. Within twenty-four hours after arrival, report to the President and matriculate, and make no arrangements for board or room without consulting him. Failure to observe these requirements may prevent your admission.

TO PARENTS.

Notify the President before you send your sons, and give him full information about their advancement and habits. Provide them with only so much money as is necessary for tuition, fees, books, one month's board and a small amount for incidentals, and require them to render regular itemized statements of expenditures. *A liberal allowance without accountability will ruin the average boy.* If the progress of your sons is not satisfactory, communicate freely with the President, and when you wish to withdraw them, notify him by a personal letter.

TIME OF OPENING.

The next Term begins on Friday, September 19, 1902. Examinations will be held and the classes formed on Friday and Saturday so that regular work may begin on Tuesday following. Students expecting to attend should be here promptly to secure good boarding places, and to start at the

beginning with their classes. The delay of even a few days may seriously interfere with the year's work. All should try to spend the full year at College, if possible, although students coming in at the beginning of the Second or Third Terms usually find no great difficulty in entering classes, as new subjects are taken up and new classes formed.

THE CHOICE OF A COLLEGE.

While parents and students are influenced in their choice of a college by various motives; there are certain leading considerations which should never be ignored. They are, in the order of their importance: •

1. The moral and religious character of the Faculty and students, and of the community.
2. The fullness and thoroughness of the curriculum, the experience and culture of the Faculty, and their competency to do the work required.
3. The healthfulness and the accessibility of the location.
4. The probability of future commercial, political, and ecclesiastical association with fellow students.
5. The expense of tuition, board, and incidentals.

It is claimed with confidence that in every one of these points Hendrix College is the equal of any other College in the State, and that no other institution combines, in such a high degree, these essentials. Comparison of catalogues and records is invited.

For further information, address

PRESIDENT S. ANDERSON,
CONWAY, ARK.

REGISTER OF STUDENTS FOR 1901-1902.

(When no state is mentioned it is understood that the residence given is
a county in Arkansas.)

SENIOR CLASS.

NAME.

COURSE.

RESIDENCE.

Cox, John Bruce.....A. B.....Faulkner

Thesis: The Movement in the United States toward Municipal Ownership of Plants for Supplying Water and Light.

Curtis, Arthur Clayton.....A. B.....Pulaski

Thesis: Civil Service Reform.

Lafferty, Vaughn Elbert English.....A. B.....Clark

Thesis: Imperialism in History.

Lester, Charles Wesley.....A. B.....Sebastian

Thesis: The Christian Ideal.

Summers, Thomas Osmond.....A. B.....Johnson

Thesis: The Unification of Germany.

Townsend, Estil Alexander.....A. B.....Saline

Thesis: The Formation of the English Parliament.

Townsend, Wallace.....A. B.Pulaski

Thesis: America's Contribution to Political Science.

Twitty, Starling Richmond.....A. B.Drew

Thesis: A Historical Study of Old Testament Prophecy.

Wynn, Robert Douglas.....A. B.Drew

Thesis: Presidential Versus Parliamentary Government.

Wynn, Samuel Jones Tilden.....A. B.Faulkner

Thesis: Freedom of Discussion in England and America.

STUDENTS BELOW THE SENIOR CLASS.

(No attempt is made to classify, as the Elective System permits considerable irregularity in the arrangement of classes.)

Abbey, B. T.	Mississippi
Banning, H.	New York
Barrett, J. M.	Jefferson
Bayliss, J. A.	Pope
Beck, C. I.	Sevier
Blythe, H. T.	Mississippi
Botts, W. R.	Lonoke
Bowen, W. D.	Mississippi
Brundidge, R.	White
Burnett, C. W.	Desha
Calaway, W. L.	Independence
Cannon, R. H.	Little River
Cantrell, G. P.	Faulkner
Cantrell, W. K.	Faulkner
Caplinger, A. B.	Faulkner
Carrigan, S.	Hempstead
Cazort, W. S.	Johnson
Colquette, D. H.	Faulkner
Copeland, P. R.	Van Buren
Cox, C. H.	Faulkner
Cox, C. P.	Indian Territory
Cox, M. F.	Faulkner
Crownover, J. C.	Yell
Darby, F. A.	Faulkner
Darby, S. A.	Faulkner

Davis, M. H.	Tennessee
Dickerson, C. H.	Faulkner
Donnell, J. S.	Faulkner
Dooley, J. A.	Monroe
Dowell, F. B.	Jackson
Drake, W. F.	Jefferson
Dunaway, J. D.	Faulkner
Dunaway, M. E.	Faulkner
Dunn, W. H.	Jackson
Durham, E. E.	Cross
Durham, R. G.	Cross
Evans, M. W.	Dallas
Evans, R. H.	Logan
Evins, W. B.	Yell
Fair, E. M.	Scott
Fair, S. G.	Scott
Farish, C. D.	Conway
Fergeson, B. L.	Faulkner
Fowler, A.	Lonoke
Fuller, G. N.	Sebastian
Gray, N. A.	Mississippi
Green, H. L.	Sebastian
Halk, N. Z.	Cross
Hall, H. J.	Van Buren
Hammons, G. C.	Pulaski
Hardin, G. C.	Clark
Hardin, R.	Clark
Hardman, R. I.	Calhoun
Harkey, R. L.	Yell
Harrison, H. T.	Garland

Harrod, J. Q.	Faulkner
Hartley, M. L.	Faulkner
Harton, D. O.	Faulkner
Hays, J. C.	Clark
Hays, S. C.	Clark
Henderson, J. M.	Monroe
Hill, J. W.	Woodruff
Hill, V. D.	Johnson
Holland, C. A.	Stone
Holloway, R. E.	Lee
Holman, L. C.	Little River
House, J. B.	Faulkner
Hughes, J. J.	Lee
Hughes, S. T.	Lee
Hunt, E. H.	Johnson
Hutchins, A. L.	Pulaski
Irby, A. S.	Lawrence
Isgrig, F. A.	Faulkner
Jefferies, S. S.	Monroe
Johnson, J. C.	Desha
Johnson, J. W.	Hempstead
Jones, J. K.	Faulkner
Jones, M. D.	Faulkner
Kenney, M. E.	<i>Nebraska</i>
Kirkpatrick, S.	Boone
Langford, M. L.	Faulkner
Langford, W. H.	Faulkner
Lark, W. H.	Crawford
Lefler, F. G.	Van Buren
Loving, J. J.	Jefferson

Maddox, A. C.	Faulkner
McClurkin, J. I.	Ouachita
McCoy, A. B.	Cleveland
McCulloch, A. D.	Faulkner
McDonnell, F. J.	<i>Mississippi</i>
McGregor, R. P.	Woodruff
McHenry, G. S.	Pulaski
McKelvy, J.	Greene
McKnight, C. H.	Monroe
Menard, W. T.	Arkansas
Miles, G. M.	Pulaski
Miller, J. H.	Pulaski
Mitchell, F. W.	Faulkner
Mitchell, H. T.	Cleveland
Mitchell, W. B.	Cleveland
Moose, W. L.	Conway
Murphy, G.	Union
Murphy, H. G.	Logan
Oates, J. C.	Arkansas
Owens, W. A.	Sevier
Patchell, G. E.	Cleburne
Phelps, J. A.	White
Phillips, W. L.	Little River
Powell, L. C.	Faulkner
Prewitt, B. C.	Drew
Quertermous, W. S.	Arkansas
Reynolds, A. P.	Union
Reynolds, J. I.	Faulkner
Reynolds, J. A.	Faulkner
Riggin, I. M.	Pulaski

Robins, F. E.	Faulkner
Rogers, A. C.	Cleveland
Rorie, P. Q.	Drew
Rudell, R. L.	Sebastian
Rushing, H. C.	Dallas
Rushing, W. V.	Ouachita
Shannon, H. L.	Tennessee
Sherman, J.	Washington
Skinner, H. R.	Cross
Smith, H.	Washington
Smith, W. W.	Montana
Spann, W. L.	Mississippi
Taylor, W. W.	Mississippi
Thomas, W. W.	Cleveland
Thweatt, C. B.	Prairie
Timberlake, J. C.	Hempstead
Tucker, J. R.	Faulkner
Tucker, M. E.	Faulkner
Turner, M. C.	Yell
Umsted, M. A.	Greene
Utley, J. S.	Faulkner
Walker, C. S.	Indian Territory
Watkins, G. K.	Bradley
Whaley, E. S.	Nevada
Williams, C. L.	Sevier
Williams, M. M.	Sevier
Wilson, A. H.	Ashley
Wilson, C. F.	Woodruff
Wolfe, G. C.	Arkansas
Wood, C. A.	Conway
Youngblood, J. A.	Monroe

SUMMARY.

COUNTIES	NO. OF STUDENTS.	COUNTIES.	NO. OF STUDENTS.
Arkansas.....	4	Lee	3
Ashley	1	Little River.....	3
Boone.....	1	Logan.....	2
Bradley	1	Lonoke	2
Clark	5	Mississippi.....	3
Cleburne	1	Nevada	1
Cleveland	5	Monroe	5
Conway	3	Ouachita.....	2
Crawford	1	Pope.....	1
Cross.....	4	Prairie.....	1
Dallas.....	2	Pulaski	8
Desha.....	2	Saline	1
Drew.....	4	Scott.....	2
Faulkner (non-resident).....	11	Sebastian	3
Faulkner (local).....	22	Sevier	4
Garland.....	1	Stone	1
Greene.....	2	Union.....	2
Hempstead.....	3	Van Buren.....	3
Independence	1	Washington	2
Jackson	2	White.....	2
Jefferson	3	Woodruff.....	3
Johnson.....	4	Yell.....	3
Lawrence	1		
STATES.	NO. OF STUDENTS	STATES.	NO. OF STUDENTS.
Arkansas.....	146	Nebraska.....	1
Indian Territory.....	2	New York.....	1
Mississippi.....	3	Tennessee.....	2
Montana	1		
Total.....			156

Local, 22; non-resident, 134. Males, 146; females, 10. Preparing for the ministry, 20. Teachers, 55.

TITLED GRADUATES.

- 1883: Miss Alice Mahan (Knight), M. E. L. Mena, Ark
 Miss Jennie Montgomery (Raynor), M. E. L. Lamar, Ark
 Miss Lucy Ragan (Basham), M. E. L. Clarksville, Ark
- 1884: Miss Lydia E. Burrow (Steel), M. E. L. (deceased) Richmond, Ark
 Miss Eva M. Oliver, M. E. L. Altus, Ark
 Miss Carrie M. Howell (Bailey) M. E. L. Alma, Ark
- 1885: Miss Minnie B. Nichols (Laser) M. E. L. Clarksville, Ark
 Miss J. Idella Daniels (Hall) M. E. L. Paris, Ark
 Miss Lizzie A. Burrow (Johnston), A. M. (deceased) Ozark, Ark
 Miss Kate E. Atkins (Hill), A. M. (deceased) Altus, Ark
 Miss Sallie B. Atkins, A. M. (deceased) San Marcos, Tex
- 1887: J. M. Hawley, A. B. Member of Little Rock Conference
 L. H. Burrow, A. B. Principal Morrilton High School
 Miss Belle East (Wynn), M. E. L. Waterloo, S. C
 Miss Luella A. Miller, M. E. L. Arkadelphia, Ark
 Miss Alene A. Mitchell, M. E. L. Chapel Hill, Ark
- 1889: W. F. Hays, A. B. Attorney-at-Law, Tex
 F. W. Miller, A. B. Deputy State Superintendent, Little Rock
- 1890: M. Harwood (Reynolds), Ph. B. Conway, Ark
 L. Robins (Goddard), Ph. B. Harrison, Ark
- 1891: A. Duncan (Durham), Ph. B. Plummerville, Ark
 G. C. Millar, A. B. (deceased) Professor in Hendrix College
- 1893: C. T. Cotham, A. B. Attorney, Monticello, Ark
 O. E. Goddard, Lit. B. Member of Arkansas Conference
 J. W. House, Ph. B. Member of Arkansas Conference
 T. O. Owen, A. B. Member of Little Rock Conference
 J. H. Reynolds, A. B. Professor in Hendrix College
 C. B. Riffin, A. B. Attorney, Junction City, Ark
 W. B. Sanders, A. B. Business, Pine Bluff, Ark

- 1894: J. W. Cline, A. B. Missionary to China
 B. Edmonson (Cline), Lit. B. Missionary to China
 J. H. McCulloch, Ph. B. Physician, Conway, Ark
 J. McKiou, Ph. B. Principal Manor (Texas) High School
 J. F. Townsend, A. B. Teacher, Benton, Ark
 J. S. Willbanks, Lit. B. Member of Troy Conference
- 1895: J. M. Hughey, A. B. Member of Arkansas Conference
 S. J. Hunt, A. B. Attorney, Pine Bluff, Ark
 S. McCulloch (Twitty), Ph. B. Graduate Student Vanderbilt Univ
 M. McKinnon (McSwain), A. B. Georgetown, Tex
 M. Vaughter, Lit. B. Teacher in Conway School
- 1896: T. E. Helm, A. B. Attorney, Little Rock, Ark
 W. T. Martin, Lit. B. Member of Arkansas Conference
 S. McCulloch (Twitty), Ph. M. Graduate Student Vanderbilt Univ
 J. McCullough, A. B. Principal of Clarendon High School
 W. E. Simpson, A. B. Principal of Springdale High School
- 1897: H. H. Barger, A. B. Teacher in Sloan Hendrix Academy
 O. L. Dunaway, Ph. B. Principal of Augusta High School
 J. J. Galloway, A. B. Member of Arkansas Conference
 W. B. Hays, A. B. Member of White River Conference
 W. E. Hogan, A. B. Professor in Hendrix College
 A. E. Holloway, Ph. B. Member of White River Conference
 M. House, A. B. Attorney, Little Rock, Ark
 S. McKinnon, Ph. B. Principal of Belleville School
- 1898: W. T. Blount, Ph. B. Principal of Dardanelle High School
 W. R. Gantt, Ph. B. Business, Magnolia, Ark
 C. G. Hughes, A. B. Principal of Center Point High School
 H. B. McKenzie, A. B. Attorney, Prescott, Ark
 S. McKinnon, A. B. Principal of Belleville High School
 T. D. Wynn, Lit. B. Census Bureau, Washington, D. C
- 1899: F. C. Cannon, A. B. Member of Little Rock Conference
 O. O. Florence, Ph. B. Principal of Van Buren High School
 J. G. Fraser, Ph. B. Principal of Clinton High School
 N. J. Gantt, A. B. Law Student Vanderbilt University
 J. D. Hammons, Ph. B. Member of New Mexico Conference
 G. Howard, Ph. B. Morrilton, Ark
 F. Hutchinson, A. B. Member of Little Rock Conference
 P. E. Leigh, Ph. B. Teacher, Conway, Ark
 A. H. Prince, Ph. B. Teacher in Fayetteville School
 J. P. Steele, Ph. B. Principal of New Lewisville High School

- 1900: S. Anderson, A. B.President of Hendrix College
G. L. Bahner, Ph. B.Life Insurance, Conway, Ark
J. L. Bond, A. B.Principal of Arkansas City High School
P. H. Greeson, A. B.Student, Cincinnati, O
L. D. Howell, A. B.Business, Stamps, Ark
N. M. Whaley, Ph. B.Principal of Mansfield High School
W. U. Witt, A. B.Member of Arkansas Conference
- 1901: N. V. Murphy, A. B.Teacher in Mena Hendrix Academy
C. L. O'Daniel, A. B.Principal of Marianna High School
W. L. Oliver, Ph. B.Member of White River Conference
W. N. Pittman, A. B.Teacher in Orchard Hendrix Academy
W. Steele, A. B.Principal of Lockesburg High School

ALUMNI ASSOCIATION.

ORGANIZATION OF 1901-1902.

President	J. M. Hawley '87.
Vice-President	W. U. Witt '00.
Secretary and Treasurer	Anna H. Prince '99.

ALUMNI PROGRAM.

TUESDAY, JUNE 18, 1902, 8:30 P. M.

Address	J. M. Hawley '87.
Senior Prophecy	A Junior, 1903.

All graduates are urged to attend the meetings of the Alumni Association, which are held at 3 P. M. on Tuesday of Commencement week.

Every member is requested at the beginning of each session to furnish the MIRROR Editor with data for Personal Notes, so that the Association may be fully informed concerning the fortunes of all its members.

The President of the College will appreciate communications that will enable him properly to revise the addresses and occupations of graduates for the catalogue.

PREPARATORY DEPARTMENT.

PRINCIPAL WATERS.

INSTRUCTORS HUTCHINS, LARK, UTLEY.

Hendrix College is in hearty sympathy with all efforts to build up good high schools and academies; but, while so few schools in the state prepare students fully for college, a Preparatory Department at the College is a necessity.

In this Department young students are thoroughly prepared for the College, and older students whose course of study has been irregular, or whose early education has been neglected, find opportunities for making up past deficiencies, so that they may pursue the collegiate studies to greatest advantage.

No Professor is specially provided for this Department, but each college Professor, assisted by the Adjunct and the Instructors, teaches such subjects as naturally lie below his higher classes. Thus two important results are secured: (1) Preparatory classes receive instruction from men who are specialists in their respective departments, and who are able to give to these classes the best methods and the latest and most thorough knowledge of the studies pursued, and hence can best prepare students to enter advanced classes; (2) the Professors become acquainted with each student on entering, and thus are better qual-

ified to direct his future course and to aid and sympathize with him in his whole college career.

As we cannot assume the care of very young boys who are away from their parents, all non-resident students must be at least fifteen years old, and should be sufficiently developed in character to respond to a rational system of government.

Preparatory students under twenty-one years of age are placed under stricter discipline than are older and more advanced students, but the Faculty are unwilling to become responsible for mere boys whose parents and teachers have failed in their efforts at home and in elementary school. If boys under eighteen enter, they will not be permitted to select their own boarding places, but will be assigned by the President to places where they may be under strict control.

The instruction is simple, but thorough; and fitting students for college is the special object of this Department. At the same time mature students who do not contemplate a collegiate course can find no better education.

The course outlined below is intended for mature students, who can finish in three years the work that is done in a high school in four years. Young students, unless they are reasonably apt and diligent, will probably fail to complete the course in three years, but by taking fewer studies may finish in four years. Parents who send young boys should bear these facts in mind when their sons seem to do unsatisfactory work.

COURSES OF STUDY.

(The figures in parentheses indicate the number of recitations a week. In the First and Second Preparatory years a half-hour is given to each recitation; in the Sub-Freshman, one hour.)

FIRST PREPARATORY CLASS.

ENGLISH.—Reed and Kellogg's Higher Lessons in English; Longman's or Allen's School Grammar.

LITERATURE.—For careful study Longfellow's *Evangeline*; Irving's *Sketch Book*; and Whittier's *Snow Bound*. For general reading: Hughes's *Tom Brown's School Days*; Defoe's *Robinson Crusoe*; Bunyan's *Pilgrim's Progress*; and Franklin's *Autobiography*. (5.) Throughout the year.

HISTORY.—United States. (3.) Throughout the year.

MATHEMATICS.—Arithmetic. (5.) First term Elementary Algebra. (5.) Second and third terms.

LATIN.—Collar & Daniell's First Latin Book and some selections in easy prose. The Roman method of pronunciation is used and from the beginning correct expression is required in reading Latin sentences. (5.) Throughout the year.

SECOND PREPARATORY CLASS.

ENGLISH.—Rapid review of grammar and elementary principles of composition. Kittredge & Arnold's *English Grammar*; Lewis's *First Book in Writing English*. *Literature*: For careful study: Webster's *Reply to Hayne*; Poe's *Raven* and other Poems; Burke's *Speech on Conciliation with America*; and Macauley's *Essays on Milton and Addison*. For general reading: Goldsmith's *Vicar of Wakefield*; The Sir

Roger de Coverly Papers in the Spectator; Carlyle's Essay on Burns; Scott's Ivanhoe and Lady of the Lake; and Cooper's Last of the Mohicans. (4.) Throughout the year.

CIVIL GOVERNMENT. (2.) Throughout the year.

MATHEMATICS.—Higher Algebra (Wentworth): A review of the fundamental principals, emphasizing factoring, theory of exponents, radicals and fractional, simultaneous and quadratic equations, continuing through simultaneous quadratics. (4.) Throughout the year.

LATIN.—Caesar's Gallic War, four books; Moulton's Latin Prose Composition; Allen and Greenough's Latin Grammar. (4.) Throughout the year.

The primary object of the first two year's work in Latin is to cause the student to master the forms and the more important principles of syntax, without which all further work would be a burden to both student and instructor. Particular emphasis is laid upon the correct apprehension of the various uses of the Latin Subjunctive.

PHYSIOLOGY.—The usual text-book combination of Anatomy, Physiology, and Hygiene, much time being devoted to the last. The study of the human body is supplemented by a comparative study of the various orders of the animal kingdom. (Martin's Human Body, Briefer Course). (2.) Throughout the year.

SUB-FRESHMAN YEAR.

ENGLISH.—*Composition.* Choice of words and construction of sentences and paragraphs. Carpenter's Elements of Rhetoric and English Composition, First and Second High School Course. Practice in Essay writing. *Literature.* For careful study: Bronson's History of American Literature; Lowell's Vision of Sir Launfal and other poems (Riverside Series);

Bryant's Poems (Riverside Series); Shakespeare's Macbeth; and Milton's Lycidas, Comus, L'Allegro, and Il Penseroso. For general reading: Eliot's Silas Marner; Pope's Iliad, Books I, VI, XXII, XXIV; Tennyson's Princess; and Shakespeare's Merchant of Venice. (4.) Throughout the year.

HISTORY.—History of Greece. (3.) First term. History of Rome. (3.) Second and third terms.

MATHEMATICS.—Geometry (Wentworth Revised). Plane Geometry completed. The working of numerous original exercises during the year and at examinations is required. (4.) Throughout the year.

LATIN.—Cicero, four orations; Virgil's Aeneid, four books, with Latin Prosody and Roman Mythology; Prose Composition. The chief object of this year's work is to enable students to acquire facility in translating, and for this purpose sight translation is constantly practiced. Some effort is also made to train students to read the original intelligently without translation. Frequent exercises in turning English narrative into correct Latin are required. (4.) Throughout the year.

SCIENCE.—Physical Geography (Davis). (3.) First term. Physics (Twing). This course consists of recitations and laboratory work in which the students are required to perform a number of elementary experiments, thus learning the method of handling apparatus. (3.) Second term. Botany (Bergen). The object is to introduce the student to the study of Botany. Much of the time is devoted to practical work in the classification of specimens. Each student is required to make an herbarium of twenty-five specimens, correctly classified and described. (3.) Third term.

FRENCH, GERMAN, GREEK.—The first year's work of the college course in each of these languages is considered Sub-Freshman when it is done to satisfy the entrance requirement of one language in addition to Latin.

AFFILIATED ACADEMIES.

It has long been conceded that preparatory work can be done most successfully in schools organized and maintained for that purpose alone. Consequently the Trustees of Hendrix College wisely provided in their Constitution that separate academies under College control might be established. In order to insure their permanency and efficiency the following provisions were adopted:

The academy property must belong to the College Trustees. The principal must be nominated by the President and confirmed by the Trustees. A local Board confirms the Principal's nominations of assistant teachers and exercises advisory control. Patronizing territory embracing from two to five counties is secured to each academy, and within this territory the College and the academy are pledged to co-operate in the largest measure. The College President visits each academy, and the Principal is an advisory member of the College Faculty. Students may be fully prepared in an academy for Freshman or Sophomore class in the best colleges and universities, and are permitted to enter Hendrix College classes on certificate without examination.

By these provisions the interests of the College and the academies and the several communities are close-

ly united, and they may readily co-operate for mutual up-building.

It is intended that these academies shall have such equipment and be so managed that they will be far superior to ordinary high schools, and thus will not interfere with the local interests of any community.

While the Trustees are not pushing academies upon any people, yet they will cheerfully entertain propositions from ten or twelve healthful, well-located towns in Arkansas, if in each at least ten acres of land and \$10,000 in money for buildings and equipment are offered.

Academies have been established at Gentry, Imboden, Mena, and Stuttgart. As buildings, equipment, and courses of study are substantially the same for all, they will be described below and points of difference will be mentioned in the proper place.

BUILDINGS.—The Main Building is a very handsome and substantial two-story brick, containing a large, well-lighted and ventilated study hall capable of seating 200 students at single desks; and four recitation rooms and an office, besides numerous alcoves and wardrobes.

The Principal's House is a two-story frame, containing fourteen (or eighteen) large rooms. It is well built and furnished, and is intended for the Principal and family and for the younger students.

All these buildings are planned to secure the very best results in secondary school work.

EQUIPMENT.—Each school building is furnished with the best of desks and seats. Apparatus costing about \$300 is provided for use in teaching Elementary Physics, Physiology, and Physical Geography. The Library will contain over 1000 new books selected with special reference to the needs of a secondary school.

THE COURSE OF STUDY begins with the higher common school branches, and embraces all subjects required for admission to the Freshman Class of Hendrix College, namely: English Grammar, Rhetoric, and Literature; Latin Grammar, Caesar, Cicero, and Vergil, Greek Grammar, and Xenophon, History of the United States, and of Greece and Rome; Civil Government; Arithmetic, Elementary and Higher Algebra, Plane Geometry; Physics, Physiology, Physical Geography, and Botany; French, German; and, in addition, Elocution, Music, and Book-keeping.

The work of the Freshman year may be offered.

PURPOSE.—It is intended that each school shall be a place where boys between twelve and eighteen years old may find the best mental and moral discipline while preparing for college.

While an Academy is intended primarily for boys, yet girls are admitted on equal terms.

ORCHARD HENDRIX ACADEMY.

M. F. CROXDALE, PRINCIPAL.

(Ph. B., Scarritt Collegiate Institute.)

HISTORY.—In the fall of 1897 the authorities of the Kansas City, Pittsburg, and Gulf Railroad, offered a ten-acre campus and the proceeds of the sale of one hundred lots in Gentry (formerly called Orchard), Ark., to Hendrix College, if the people of the town would buy the lots. The land was speedily sold for \$10,000, and the money was spent in the erection and equipment of the necessary buildings.

LOCATION.—Gentry is a thriving town of five hundred inhabitants, situated on a plateau of the Ozark Mountains, at an elevation of nearly 1400 feet above the sea level. It is the highest point on the railroad between Kansas City and the Arkansas River, and has an excellent reputation for healthfulness. It is in the western part of Benton County, Arkansas, in the heart of the finest fruit country on the continent, and, although still a young town, is one of the largest shipping points for fruit in Northwest Arkansas. The Railroad Company has planted nearly 2000 acres in apples just outside the town, and expects to make its orchard the largest in the world. This country is rapidly settling up with a thrifty class of farmers who easily make a living on a ten or twenty acre fruit farm.

CAMPUS.—About one mile east of the business

block, on a beautiful elevation overlooking the town and in full view of the railroad, is the fifteen-acre campus. One-third is covered with a fine native growth of trees, and the rest is a bearing apple orchard, which will be preserved for the benefit of the Principal.

OPENING.—The Fall Term will begin September 1, 1902.

EXPENSES.—Tuition and fees cost from \$21.50 to \$41.50 a session of forty weeks. Board in the Principal's Home will cost \$11 a month, and in private families may be had for \$7. Other expenses are very reasonable.

INFORMATION.—A circular giving fuller information may be had by writing to the Principal, Gentry, Ark.

SLOAN HENDRIX ACADEMY.

———, PRINCIPAL.

HISTORY.—In the spring of 1898 Rev. W. M. Wilson suggested to the people of Imboden the possibility of securing one of the Hendrix academies. The town was visited by representatives of the College, and after mature deliberation plans were formed to secure property and raise funds for buildings and equipment. Capt. W. C. Sloan generously proposed to donate the campus and town lots to be sold for the purpose of providing the funds, and later gave much of the \$10,000 necessary to secure the Academy; hence the

school has very appropriately been named in honor of him.

LOCATION.—Imboden is a prosperous town of five hundred people situated on the hills overlooking the famous Spring River. It is in the northwestern part of Lawrence County on the Kansas City, Fort Scott, and Memphis Railroad. The country is noted for blue grass, wheat, and fine springs, and is considered one of the most healthful sections in N. E. Arkansas. Spring River, having its origin in the celebrated Mammoth Spring, about twenty-five miles above, is a clear, swiftly flowing stream, which adds much to the picturesque beauty of the landscape.

CAMPUS.—In the southeastern part of the town, about one-fourth of a mile from the railroad station, at the end of the principal residence street, on a hill commanding a fine view of the town the railroad, the river, and the distant hills, lies the six-acre campus, partly covered with native trees.

OPENING.—The Fall Term will begin September 15, 1902.

EXPENSES.—Tuition and fees will cost from \$18 to \$45 a session. Board in the Home, which will be managed by the Principal and wife, will cost \$10 a month, and in private families from \$6 to \$10. Other expenses will be very reasonable.

INFORMATION.—A circular giving fuller information may be had by writing to the Principal, Imboden, Ark.

MENA HENDRIX ACADEMY.

A. D. CARDEN, PRINCIPAL.

(University of the South.)

HISTORY.—The management of the Orchard Academy proved to be so satisfactory that the Arkansas Townsite Co., made to the people of Mena and to Hendrix College a proposition that has resulted in the sale of over \$10,000 worth of property donated by the Townsite Company. The proceeds have been invested in buildings similar to the Orchard buildings (except that the Main building is of pressed brick) and in other equipment.

LOCATION.—Mena is located in Polk County in Western Arkansas, on a plateau nearly 1400 feet above the sea. It is the highest town between the Arkansas River and the Gulf, and is the half-way division between Kansas City and Port Arthur on the great Kansas City Southern Railway. Although it is less than six years old, Mena has had a marvelous growth, and now has a population of more than 6000. Its business is large, the growth has been substantial, and everything points to continued progress. Churches of nearly all denominations have been erected; a public school house and a new court house have been built; two parks have been laid out and beautified and city water works will soon be in operation. The altitude guarantees health. The vast forest and mineral resources and the possibilities for

fruit growing make Mena very attractive to men of enterprise. The Academy will furnish the higher educational facilities needed.

CAMPUS.—About a quarter of a mile northeast of the court house on a hill 150 feet above the town is the campus of ten acres donated by the Townsite Company. A good driveway leads to the top of the hill, where the buildings stand in the midst of a stately grove. From this eminence the outlook over mountain and valley is truly inspiring.

OPENING.—The Fall Term will begin September 1, 1902.

EXPENSES.—Tuition and fees will cost from \$21 to \$51 a session. Board in the Principal's House will cost \$12 a month and in private families from \$8 to \$12. Other expenses will be made quite reasonable.

INFORMATION.—A circular giving full information may be had by writing the Principal, Mena, Ark.

STUTTGART HENDRIX ACADEMY.

———, PRINCIPAL.

HISTORY.—During the early days of Stuttgart its enterprising citizens appreciating the value of higher education, secured property, built a good house, and undertook to establish and maintain a college. Unfortunately the first year a debt was incurred and troublesome litigation followed. In spite of difficul-

ties a good school was kept up, although the management changed from time to time. In 1902 litigation terminated and the property was bought by Mr. J. I. Porter, who immediately proposed to turn it over to Hendrix College for an academy. Mr. Porter and other citizens of Stuttgart with commendable zeal raised \$5,000.00 for additional buildings and equipment and their tender of the property and subscriptions has been accepted by the College.

LOCATION.—Stuttgart is a live, progressive town of sixteen hundred population on the highest point in Grand Prairie. It is in the northern part of Arkansas County on the St. Louis Southwestern Railway at its junction with the Stuttgart and Arkansas River Branch. The county is celebrated for hay, stock, small grain, and vegetables. It is rapidly filling up with prosperous, progressive farmers. A telephone exchange, electric light plant, water works, good public school, and ten churches indicate the enterprise and public spirit of the people. There is no saloon in town or county. The altitude, the distance from swamps, the exhilarating prairie breezes, and the pure water from deep wells make Stuttgart the most healthful location in Eastern Arkansas.

CAMPUS AND BUILDINGS.—In the southern part of town at the end of the two principal residence streets on the beautiful, gently rolling prairie is situated the ten acre campus. The buildings are all frame, but are very substantial. The main building is three

stories high and contains the study hall, six large well lighted and ventilated recitation rooms, and a commodious third story which may be fitted up for a gymnasium and laboratory.

The two-story dormitory contains, besides dining room and family apartments, ten rooms arranged in suites so that some are used for study and others for sleeping. Three four-room cottages offer variety and provide facilities for boarding clubs.

OPENING.—The Fall Term will begin September 22, 1902.

EXPENSES.—Tuition and fees will cost from \$18 to \$45 a session. Board in the dormitory and in private families will range from \$10 to \$12 a month. Other expenses will be moderate.

INFORMATION.—Fuller information may be had by addressing the Principal.

ACCREDITED SCHOOLS.

Believing that secondary schools may be stimulated by public recognition of their work, Hendrix College will publish in its annual catalogue a list of all schools which meet the requirements for admission to college classes. The following plan has been adopted to secure a proper understanding between the College and the schools that seek to be accredited.

1. Any school desiring recognition shall before the first of February (earlier if convenient), through its principal or secretary, apply to the President of the College, asking for an inspection of its work and stating in the application the number of teachers and the course of study in its high school department.

2. As soon thereafter as possible the College will, at its own expense, send a member of the Faculty to inspect the school and report on its course of study and methods.

3. If the report is satisfactory, the school will be placed on the Accredited list in the College catalogue for the ensuing year.

4. Yearly thereafter the school will be expected, before the first of February to report on blanks furnished by the College any changes in faculty, management, or course of study, and to give other information desired.

5. The school will be kept on the Accredited List without further visitation, unless the changes indicate the need of another inspection, but whenever practicable representatives of the College will visit the school.

6. If a school cannot prepare students for college in certain subjects, but does satisfactory work in others, it shall be accredited for those that may be approved.

7. Students who bring certificates from Accredited Schools will, without examination, be permitted to enter classes for which the work indicated in their certificates has prepared them.

8. If a student received on certificate fails, after a reasonable time, to sustain himself in the College classes, his right to membership in the classes without examination will be withdrawn, and the schools from which he came will be notified of his deficiencies.

9. If several students from the same school show serious lack of training the school may be dropped from the Accredited list until there are changes in its methods or management.

SUGGESTIONS.—Examination of the admission requirements found in the College catalogue will indicate the work that must be done in the secondary school to secure recognition. To avoid an unfavorable report, the principal of a school should be sure that his work will bear close inspection before he calls for visitation.

Usually arrangements can be made with the College representative to deliver educational addresses to the school and community at the time of his visit. While the College does not offer "university extension" courses, yet, as far as practicable, it will furnish lectures on special subjects whenever desired.

High school and academy principals are cordially invited to correspond with the College Faculty on questions of mutual interest.

SCHOOLS NOT ACCREDITED.—Certificates from schools not accredited may be accepted in lieu of examinations, but students coming from such schools cannot be so fully assured of the value of their certificates, and the schools fail to secure that public recognition to which an accredited school is entitled.

LIST OF ACCREDITED SCHOOLS.

Amity High School, Amity, Ark.

SAMUEL M. SAMSON, PRINCIPAL.

For admission to Freshman English, History, Latin, Mathematics, and Science.

Clarendon High School, Clarendon, Ark.

J. MCCULLOUGH, PRINCIPAL.

For admission to Freshman English, History, and Science, and to Sub-Freshman Latin and Mathematics.

Fort Smith High School, Fort Smith, Ark.

B. T. TORREYSON, SUPERINTENDENT.

For Admission to Sophomore German, History, Mathematics, and Science, and to Freshman English, French, Greek, and Latin.

Jonesboro Training School, Jonesboro, Ark.

F. R. ALEXANDER, PRINCIPAL.

For admission to Sophomore Greek and Mathematics, and to Freshman English, German, History, Latin, and Science.

Little Rock Conference Training School, Fordyce, Ark.

J. D. CLARY, PRINCIPAL.

For admission to Sophomore Greek and Mathematics, and to Freshman English, History, Latin and Science.

Pine Bluff High School, Pine Bluff, Ark.

J. H. WITHERSPOON, PRINCIPAL.

For admission to Freshman English, Greek, History, Latin, and Science.

Van Buren High School, Van Buren, Ark.

O. O. FLORENCE, PRINCIPAL.

For admission to Freshman History, Mathematics, and English, and to Sub-Freshman Latin.

NOTE.—Several other schools applied for visitation, but on account of prior engagements of the President they could not be visited at the proper time. It is hoped that all that desire to be accredited will apply early next fall so that there may be ample time to arrange for visitation.

THE NEEDS OF THE COLLEGE.

While genuine college work has for years been done, it has been at a great sacrifice on the part of the Faculty and many departments have not been fully developed for lack of means.

During the last four years the debt, long threatening the life of the institution, has been practically provided for. Recently under the impetus of the Twentieth Century Educational Movement an endowment fund has been started which now amounts to about \$40,000. This should be increased to \$100,000 before this special effort ceases.

In order that Hendrix College may fulfil its mission adequately there should be:

(1.) Ten chairs endowed with \$25,000 each, total \$250,000. This invested at five per cent (all that can be realized from safe permanent securities) would yield \$1,250 for each chair, about one-half the amount paid in the older colleges.

(2.) One large; well-equipped Science Hall, costing \$25,000; or three small laboratories, Chemical, Physical, and Biological, costing from \$6,000 to \$10,000 each.

(3.) A fire-proof Library building, costing \$25,000, and \$25,000 endowment to maintain the Library.

(4.) A Gymnasium, with equipment, costing \$5,000 to \$10,000.

(5.) Dormitories, worth \$20,000 to \$30,000.

(6.) Helping Funds for needy students, at least \$25,000.

(7.) General improvements costing \$10,000.

The real friends of Christian education are urged to consider prayerfully these needs and to remember that these investments will be of a most permanent character.

While small gifts are fully appreciated, as oftentimes involving more genuine sacrifice than the larger, yet men of means are earnestly requested to plan for the endowment of a chair or the erection of a hall. Cash is not necessarily required, as arrangements for easy payments may be made.

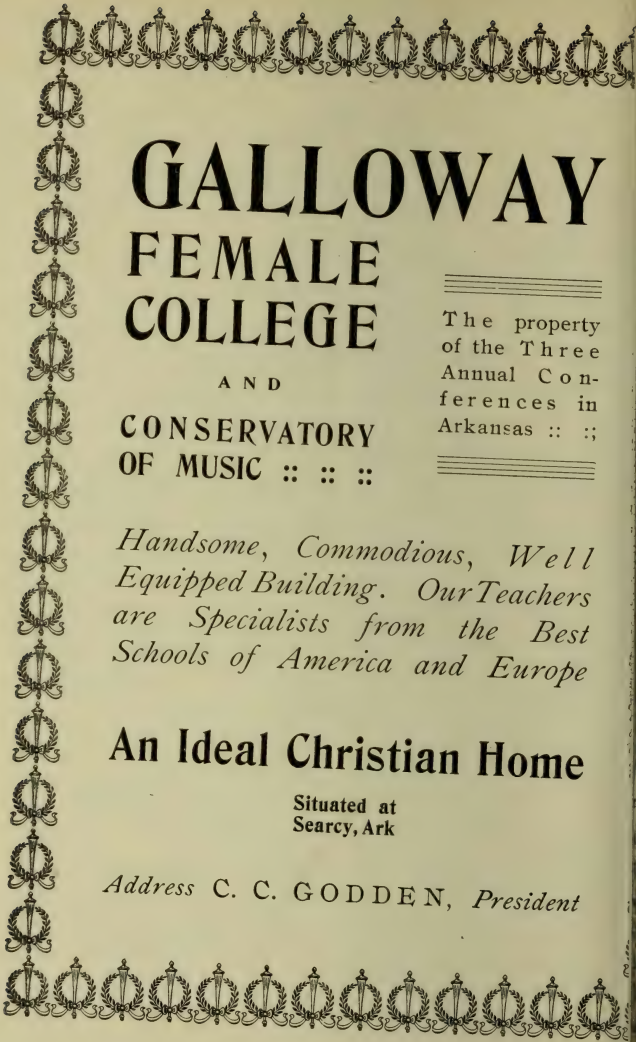
Those who can give now should do so, as "he gives twice who gives quickly," but others should not in making their wills overlook the College.

Already several wills have been written in favor of the College.

Persons interested should communicate with the Financial Agent, Rev. F. S. H. Johnston, or Pres. S. Anderson.

INDEX.

Academy, Gentry.....	83	History Courses.....	24
Academy, Imboden.....	84	History of College.....	3
Academy, Mena.....	86	Instructors.....	55
Academy, Stuttgart.....	87	Janitors.....	56
Accredited Schools.....	90	Journal.....	52
Admission Examinations.....	13	Laboratory.....	50
Admission Requirements.....	12	Land.....	60
Affiliated Academies.....	80	Latin Courses.....	25
Alumni Association.....	74	Lectures.....	55
Athletics.....	54	Librarians.....	56
Bachelor's Degrees.....	37	Library.....	49
Beneficiaries.....	46	Lights.....	44
Boarding.....	45, 48	Literary Societies.....	52
Board of Trustees.....	8	Location.....	58
Buildings.....	59	Manual, Student's.....	43
Calendar.....	2	Master's Degrees.....	39
Campus.....	59	Mathematical Courses.....	27
Central Baptist College.....	59	Mena Academy.....	86
Central Collegiate Institute.....	3	Mirror, The.....	52
Certificates.....	36	Museum.....	50
Change of Name.....	4	Natural Science Courses.....	28
Choice of a College.....	62	Needs.....	93
Colleges, Other.....	36	New Students.....	61
Committees of Board.....	9	Officers of Board.....	9
Control.....	7	Orations, Senior.....	38
Counties.....	70	Orchard Academy.....	83
Courses of Instruction.....	17	Outline of Courses.....	18
Declamations.....	41	Ownership.....	7
Degrees.....	35	Parents.....	61
Departments.....	17	Philosophy Courses.....	32
Discipline.....	42	Political Science Courses.....	33
Dormitories.....	46	Preparatory Department.....	75
Educational Courses.....	18	Prizes.....	57, 58
English Courses.....	19	Proctor.....	47, 56
Entrance Examinations.....	13	Purpose of College.....	5
Entrance Requirements.....	12	Reading Room.....	49
Essays.....	41	Recitations.....	40
Examinations.....	13, 40	Register of Students.....	63
Expenses.....	44	Reports.....	40
Faculty.....	10	Scholarships for Academies.....	57
Fees.....	44	Scholarships for Instructors.....	55
Free Tuition.....	46	Sloan Academy.....	84
French Courses.....	21	Stuttgart Academy.....	87
Furniture.....	47	Tabor Hall.....	46
Galloway Female College.....	3	Teachers.....	60
German Courses.....	22	Theses, Senior.....	38
Government.....	42	Time of Opening.....	61
Grades.....	38, 40	Trustees.....	8
Graduates.....	71	Women, Admission of.....	48
Greek Courses.....	23	Young Men's Christian Ass'n.....	53
Gymnasium.....	54		



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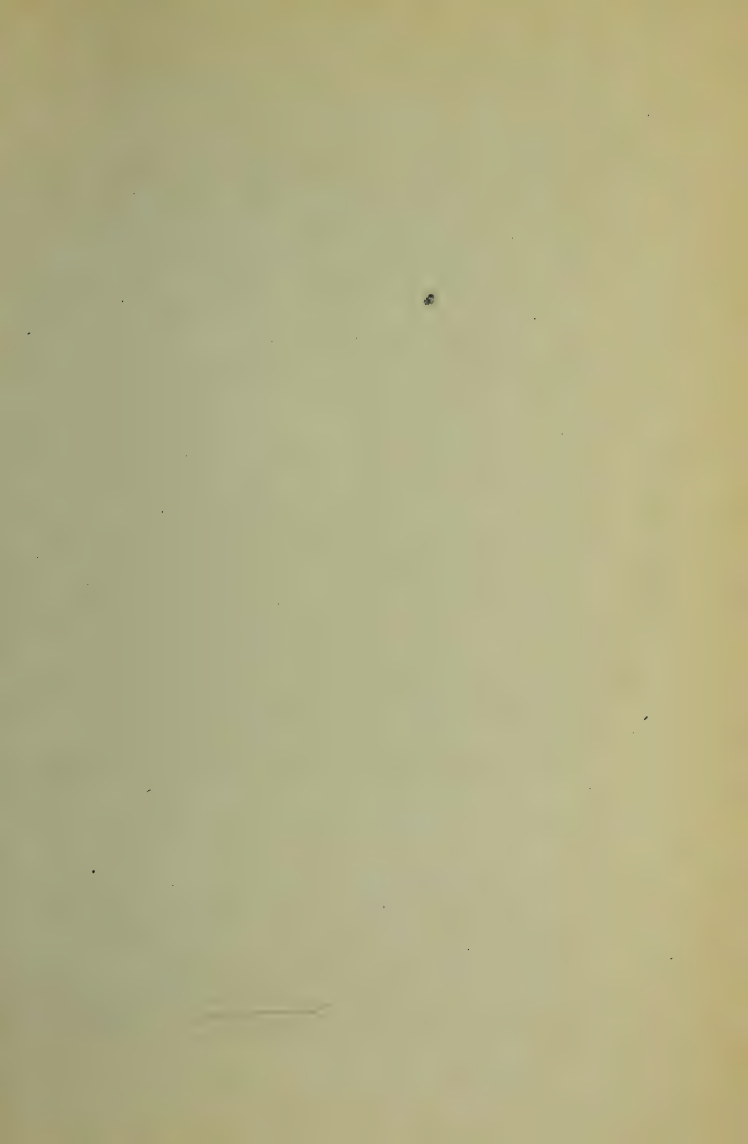
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ANNUAL CATALOGUE
OF
HENDRIX COLLEGE
CONWAY, ARKANSAS

REGISTER FOR 1902-1903
ANNOUNCEMENTS FOR 1903-1904

1903 :
PRESS OF CONWAY PRINTING COMPANY
CONWAY, ARKANSAS

COLLEGE CALENDAR 1903-04.

1903.

Sept. 25.....	First Term begins.
Sept. 25-26	Entrance Examinations.
Oct. 4.....	Opening Sermon.
Oct. 5.....	Y. M. C. A. Reception.
Nov. 1.....	Subjects for Senior Theses selected.
Nov. 10.....	First Declamation Day.
Nov. 26.....	Thanksgiving Holiday.
Dec. 14-18.....	Examinations.
Dec. 19	Winter Recess begins.
Dec. 29	Second Term begins.

1904.

Feb. 9	Second Declamation Day.
Feb. 22.....	Joint Session of Literary Societies.
March 15-20.....	Examinations.
March 23.....	Field Day.
March 24.....	Third Term begins.
April 20.....	Third Declamation Day.
May 1	Senior Theses submitted.
June 7-12.....	Examinations.
June 13.....	Commencement Sermons.
June 14-15.....	Contests and Anniversaries.
June 25	Annual Meeting of Trustees.
June 16	Commencement Day.

HISTORY.

In 1883 the Arkansas Conference of the Methodist Episcopal Church, South, realizing the importance and the necessity of an institution of the highest collegiate grade, authorized its Centenary Committee to establish a College for men. The committee met at Tusculum, June 10, 1884, and purchased, subject to Conference ratification, the Central Collegiate Institute, from its owner, Rev. I. L. Burrow. This action was ratified at the ensuing session of the Conference. During the same year the Little Rock Conference became joint owner, and in 1886 the White River Conference entered the alliance. Thus, wisely, were the interest and strength of the Church in Arkansas concentrated upon one College, with the purpose of making it worthy of the Church.

As there was no college for girls, Central Collegiate Institute for five years admitted both sexes on equal terms. When, in 1889, Galloway Female College was opened, the Trustees of the Central Collegiate Institute decided that, while women should not be excluded, the institution should be for young men; and that, on account of the work done and by virtue of its relation to lower schools, it should be a college. Accordingly, the name was changed to Hendrix College, in honor of Bishop Hendrix.

For several years the conviction had been growing in the minds of those who were in a position to understand the situation, that, although the College had done and was still doing a grand work, permanent success could be attained only in a stronger community, more centrally located. Hence, at their sessions in 1889, the question of location was considered by the three Conferences, and, by concurrent resolutions, the whole matter was referred to the College Trustees, for final settlement. January 1, 1890, the Trustees, having met at Little Rock, after a full hearing of both sides, and after careful investigation of the claims of Altus, decided to receive propositions from towns desiring the College. March 19, 1890, at Little Rock, the Trustees received and considered propositions from seven towns; and, in consideration of centrality, a bonus of \$55,000, and other advantages, located the College at Conway. The property at Altus was sold, the College was transplanted, and in its new location has continued with increased vigor its important work.

PURPOSE.

Hendrix College, founded and maintained by a Christian Church, is intended to be in the highest sense a Christian institution. Complete education involves the spiritual nature and is best given in a genuinely spiritual atmosphere, where religion is made the foundation of character; hence the College tolerates nothing that tends to weaken true Christian faith and expects the life and teaching of each Professor to exert a positive, elevating influence. The College seeks to gather together a body of choice young men whose lofty ideas and consistent walk will react upon each individual, thus purifying, strengthening, and enlarging the life of all. As far as possible, the morals of students will be carefully cultivated, and all reasonable safeguards will be provided to protect them from vice and immorality.

If their highest interests are duly considered, young men, leaving for the first time the sacred shelter of home, will not be committed to teachers whose skeptical views or careless life may destroy confidence in the faith and hopes of religious parents, but teachers will be found who endeavor, by precept and example, to lead ever towards the ideals of the Great Teacher, the Way, the Truth, the Life of the spiritual world.

In this intensely utilitarian age men virtually worship money, nor will they cease until convinced that

there are nobler and purer shrines. Not mere money-changers, but true men are needed; hence the course of study and the discipline at Hendrix College are intended to provide that thorough education which alone fully prepares for the stern duties of a progressive age. The world's bustling activity calls for practical education, but the best thought refuses to pander to the tendency to regard as practical that alone which produces money and is measured in dollars. Education is only truly practical that produces genuine men. The type of manhood is the proper standard by which to estimate the value of any system of training. That education, which, ignoring culture, burdens the mind with tables and technical terms, simply because these may be useful in business or profession, is not practical and beneficial, but injurious in the extreme. Education founded upon all that is worthy in Science and Literature, giving development to mind and heart, building strong by building deep and broad, is truly practical. The student who has by hard thinking learned to think, not merely to memorize, who has acquired self-mastery, who has established his character upon eternal principles, is the man who will be felt as a power for righteousness, wherever he may be. To make strong, manly, Christian men, cultured in mind and heart, ready for service, loving God and fellow man, is the object for which Hendrix College has been founded and maintained.

OWNERSHIP AND CONTROL.

Hendrix College is owned by the Arkansas, Little Rock, and White River Conferences of the Methodist Episcopal Church, South, and is controlled through a Board of Trustees composed of eighteen members, six (three clerical and three lay) from each Conference, appointed in such a manner that the term of two members shall expire at the end of every Conference year. The property belongs in fee simple to the Church, and by concurrent resolution of the Conferences, the Trustees are forbidden to contract any debt for which the College property shall be liable. Thus after the present debt has been extinguished, the property will be absolutely safe. As the usefulness of the College may be greatly multiplied by liberal endowment and larger equipment, the friends of Christian education are urged to place more abundant means in the hands of the Trustees.

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FINANCE.

W. W. Martin, P. D. English, M. M. Smith, O. E.
Goddard, F. S. H. Johnston.

REAL ESTATE AND IMPROVEMENT.

F. S. H. Johnston, P. D. English, W. W. Martin.

AUDITING.

W. B. Ricks, P. D. English.

FACULTY FOR 1903-04.

REV. STONEWALL ANDERSON,

(A. B., Hendrix College.)

PRESIDENT, AND PROFESSOR OF PHILOSOPHY.

WALTER EDWIN HOGAN,

(A. B., Hendrix College.)

PROFESSOR OF MATHEMATICS AND GERMAN.

GEORGE HUTCHINSON BURR,

(A. M., Central College.)

PROFESSOR OF NATURAL SCIENCE.

DAVID YANCEY THOMAS,

(A. B., Emory College; A. M., Vanderbilt; Ph. D., Columbia.)

PROFESSOR OF HISTORY AND POLITICAL SCIENCE.

REV. GEORGE WASHINGTON HILL,

(A. M., Southern University; ex-Superintendent of Public Instruction,
Arkansas.)

PROFESSOR OF LATIN AND GREEK.

JAMES DAVID CLARY,

(Webb School and Vanderbilt University.)

PROFESSOR OF ENGLISH AND FRENCH.

SAMUEL SPILLMAN WATERS, .

(McTyeire Institute.)

ADJUNCT PROFESSOR OF LATIN AND MATHEMATICS.

OFFICERS OF THE FACULTY.

PRESIDENT.....	S. ANDERSON
VICE-PRESIDENT.....	G. W. HILL
SECRETARY.....	W. E. HOGAN
LIBRARIAN.....	D. Y. THOMAS
SENIOR ASSISTANT LIBRARIAN.....	J. B. GREESON
JUNIOR ASSISTANT LIBRARIAN	
PROCTOR.....	

ENTRANCE REQUIREMENTS.

Age.—No student under fifteen will be received unless he is under the immediate care of an older relative. For several years few students have been under sixteen, and the average age has been nearly twenty-one.

Character.—Only students of good moral character are admitted. Certificates or recommendations from former teachers and from ministers or others who are well known in their respective communities should be presented.

Scholarship.—The preparation of students who seek admission to the Freshman class will be ascertained in the following manner.

1. A student who brings a certificate from the principal of an accredited school will be permitted, without examination, to enter classes for which his certificate shows he is prepared. If at the end of one month he has failed to sustain himself, he will be conditioned and may be required to make up deficiencies in a sub-college class.

2. If a student prefers to be examined before coming to college, questions will be sent to his County Examiner; provided that the student applies to the

President two weeks before the date fixed for the examination, indicating his preparation and the subjects on which he wishes to stand, and forwards one dollar to cover expenses of preparing questions. The applicant shall pay the examiner's fees, and the Examiner shall certify that the examination has been conducted as required in letter of instructions.

3. If a student does not present a certificate and has not been previously examined, he will be examined at the College on Friday and Saturday at the opening of the Fall Term, or he may stand the regular examinations with sub-college classes. Examinations begin at 9 A. M., Sept. 19, in Room 4.

Subjects.—All candidates for degrees are examined in English, History, Latin, Mathematics, and one elementary Science. Examinations in Greek, French, German, and elementary Sciences are offered to students who expect to take courses requiring them.

The amount and kind of work and the time which should be given in an academy to each subject to prepare for Freshman Class, are indicated in the following outline:

1. English.—Candidates for admission to the Freshman Class in English are expected to show a knowledge of English grammar, some proficiency in English composition, and an acquaintance with English Literature such as may be obtained from a careful study and reading of the books given in the list below.

Grammar.—Reed & Kellogg's Higher Lessons in English,

and Meiklejohn's, Longman's, Allen's, and Kittredge and Arnold's grammars are recommended. Too much stress cannot be given to this work in the secondary schools of the State.

Composition.—Ability to write clear and correct English is expected of all students who present themselves for admission to the Freshman Class in English. The proper preparation of this work includes constant practice in writing, based upon some elementary text-book in composition and rhetoric. Carpenter's *Elements of Rhetoric and English Composition*, or Hill's *Foundations of English* is recommended. Students whose work is seriously defective in spelling, grammar, punctuation, sentence structure, or division into paragraphs will be required to enter one of the preparatory classes in English.

Literature.—Two lists of books are given, one for Study and Practice, the other for General Reading. The examination on the books for Study and Practice pre-supposes the thorough study of the books named, and will be upon subject matter, form and structure. The books required for General Reading are to be read out of class. The candidate will be expected to show a general knowledge of the subject matter, and to answer simple questions on the lives of the authors.

The following are the books for 1903 and 1904. Equivalents will be accepted.

A. For Study and Practice: Shakespeare's *Macbeth*; Milton's *Lycidas*, *Comas*, *L'Allegro* and *Il Penseroso*; Burke's *Speech on Conciliation with America*; Macaulay's *Essay on Milton and Addison*.

B. For General Reading 1903 and 1904: Addison's *Sir Roger de Coverly Papers*; Carlyle's *Essay on Burns*; Coleridge's *Ancient Mariner*; Goldsmith's *Vicar of Wakefield*; Lowell's *Vision of Sir Launfal*; Scott's *Ivanhoe*; Shakes-

Shakespeare's Merchant of Venice; Shakespeare's Julius Caesar; Tennyson's Princess.

To prepare thoroughly for Freshman Class, students in high schools and academies, after doing elementary work in English, should spend at least three years on the work outlined above.

2. History.—United States. Barnes, Montgomery, or Eggleston will serve to suggest the amount of preparation.

Civil Government.—Some work like McCleary, or Rhoads and Galbraith should be completed. Both state and national governments should be studied.

General History.—A General History, such as West, Meyers, Fisher, or Barnes, should be mastered; or a Greek History, like Meyers, or Botsford, and a Roman History, like Meyers and Allen; or a History of England, like Montgomery's, may be substituted for Greek History.

In the high school one year should be given to United States History; five months to civil government; and one year to General History, or to Roman History and Greek or English.

A fair knowledge of both ancient and modern geography is presumed and may be tested in history examination.

3. Latin.—Caesar, four books; Cicero, four orations against Catiline; Virgil, four books, including Latin metre and versification; Latin Composition; Roman Mythology; translation of simple sentences and of connected English prose based on Caesar and Cicero.

In the high school, forms and rules should be thoroughly learned, and, in connection with both reading and prose, Latin Syntax should be carefully studied. Special attention should be paid to the etymology of English words derived from Latin roots and to the acquisition of as large a vocabulary as possible. The quality of the work rather than the

amount read is the desideratum. In the high school three or four years should be given to this work.

4. Mathematics.—Arithmetic, Wentworth's Grammar School or its equivalent.

Algebra.—Factoring, L. C. M., G. C. D., Fractions, Simultaneous Equations, Involution, Evolution, and Quadratics.

Geometry.—All of Plane Geometry; ability to demonstrate theorems and to do original work.

In an academy or high school, such a book as Wentworth's Grammar School Arithmetic should be mastered; one year should be given to Elementary Algebra (Milne, or its equivalent); one year to Complete Algebra (Wentworth, or its equivalent).

5. Physics, Physiology, Physical Geography.—Any of these three subjects may be offered for entrance. In the high school six months to a year should be given to each subject, much of the time being devoted to experimentation. Such texts as Twing's Elementary Physics, or Gage's Elementary Physics, Martin's Human Body (Briefer Course), or Hutchinson's Elementary Physiology, Bergen's Foundations of Botany, and Davis's Physical Geography should be used.

6. Greek.—First Greek Book (White, or its equivalent); Anabasis, about one book; Prose Composition (Pearson) based on the Anabasis read.

In the high school about fifteen or eighteen months should be given to Greek. The student should be well versed in Greek inflections and Syntax and be able to translate with ease into Greek easy prose on Xenophon, or such as is found in Collar and Daniel's Beginner's Greek Composition.

7. French.—Thorough knowledge of the forms, familiarity with the principles of syntax, ability to translate easy

English prose into French, and the reading of 300 or 400 pages of easy prose, are required.

8. German.—Thorough knowledge of the forms, familiarity with the principles of syntax, ability to translate easy English prose into German, and the reading of 200 or 300 pages of easy prose, are required.

High school students may prepare in French or German in one year if they are mature and well advanced in other subjects, otherwise two years will be necessary.

DEPARTMENTS AND COURSES OF INSTRUCTION.

The work of the College is divided among the following Departments: Education, English, French, German, Greek, History, Latin, Mathematics, Natural Science, Philosophy, and Political Science.

Usually a subject to which one recitation a week is given throughout the year has a value of one; or three recitations a week for one term give a subject a value of one. Unless it is otherwise stated, courses should be pursued in the order in which they are placed in the outline. In making up electives any course which is complete in itself may be counted, subject to conditions named in the course. Alternative courses are offered in such a manner that, students by proper election may pursue both courses. The requirements for a degree are given after the out-

line of the courses. The figures in parentheses indicate the number of hours a week given to the recitations of the respective classes.

OUTLINE OF COURSES.

EDUCATION.

PROFESSOR THOMAS.

1. History of Education.—Brief survey of ancient and mediaeval systems, followed by more extensive study of modern reformers, such as Comenius, Rousseau, Pestalozzi, Herbart, Froebel, and Mann. Texts: Painter and Boone. For Juniors. (2.) First term.

2. Educational Problems.—In this course the rural school problems, secondary education, college and university problems, colored schools, and normal school problems, are examined critically. No text is used, but a printed bibliography, giving detailed references to some two hundred volumes in the library, is placed in the hands of each member of the class. The course is largely source study. All subjects are related to the present conditions in Arkansas. For Juniors. (2.) Second term.

3. School Management and Methods.—The subject matter of this course is classification, incentives, governing power, punishment, tactics, methods, etc. The relation of school government to the formation of character and the social obligations of the public schools are studied. For Juniors and Irregulars. (2.) Third term.

4. Philosophy of Education.—With some book like Rosenkranz as a text, the class will study the philosophy of the various systems of Education. For Juniors. (2.) Third term.

ENGLISH.

PROFESSOR CLARY.

1. Rhetoric.—The theory of rhetoric, with practical exercises illustrating and applying the principles of the text. Practical skill in writing is gained from the preparation of weekly themes and fortnightly essays. For Freshmen. (2.) Throughout the year.

2. Introduction to English Poetry.—This course aims to acquaint students with the elements of poetic form, and to help them to an intelligent interest in poetry. The spiritual or deeper meaning in poetry is emphasized. Text-book, Pan-coast's Standard English Poems. For Freshmen. (1.) Throughout the year.

Parallel reading for Freshmen: Carlyle's Heroes and Hero Worship; De Quincey's Confessions of an English Opium-Eater; Ruskin's Sesame and Lilies; Dickens's Old Curiosity Shop; and Thackeray's Vanity Fair.

3. English Composition. Advanced Course.—Narration, description, and exposition. A study of principles and models. A theme each week, and six essays during the term. Text-books; Fletcher & Carpenter's Introduction to Theme Writing; Brewster's Specimens of Narration; Baldwin's Specimens of Prose Description; and Lamont's Specimens of Exposition. For Sophomores. (3.) First term.

4. Principles of Literary Criticism.—The purpose of this course is two-fold: (1) To cultivate in students a critical appreciation of literary beauty; and (2) to help them to discover facts for a science of literary criticism. The course will be particularly helpful to those who expect to make a special study of literature, and serves as an introduction to courses 5, 7, 8, and 11. Winchester's Principles of Literary Criticism is used as a basis of work. Collateral reading will be assigned. For Sophomores. (3.) Second term.

5. Chaucer and Milton.—Reading and the study of the Prologue and selections from the *Canterbury Tales*, and parts of *Paradise Lost*. Text-books: Corson's *Selections from the Canterbury Tales*; Rouse's edition of *Paradise Lost* (Macmillan). Parallel reading in these authors will be assigned. For Sophomores. (3.) Third term.

6. Argumentation. Advanced Course.—A critical study of the principles of argumentation, with preparation of briefs and argumentative essays. Text-book, Baker's *Principles of Argumentation*. For Juniors and Seniors. (3.) First term.

7. Shakespeare.—Four or five plays are read and discussed in class and about twice as many are assigned as parallel reading. The plays are so selected as to illustrate the author's range and the variations of his art in the successive periods of his life. Constant reference is made to the critical works of Moulton, Dowden, Corson, and Snider. Papers by the class. The Arden edition of Shakespeare is used. For Juniors and Seniors. (3.) Second term.

8. The Romantic Movement of the Eighteenth Century.—A study of English poetry from about 1760 to 1830. Reading and interpretation of representative poems of Burns, Wordsworth, Coleridge, Byron, Shelley, and Keats. Lectures on the cause and significance of the Romantic Movement in literature. Papers by the class on work suggested by the course. Any complete edition of the poets studied may be used as texts. Parallel reading will be assigned. For Juniors and Seniors. (3.) Third term.

9. Anglo-Saxon.—Grammar, and reading of selections from Anglo-Saxon prose and poetry. Text-book: Cook's *First Book in Old English*; Bright's *Anglo-Saxon Reader*. For Seniors and Juniors. (3.) First term.

10. Prose Writers of the Nineteenth Century.—Special

attention is given to the writings of De Quincey, Macaulay, Thackeray, Carlyle, Ruskin, and Newman. Selected essays from these authors are read, and considered both in reference to their substance (the topics treated and the light they throw upon contemporaneous history) and to their style. Clark's study of English Prose Writers is used as a basis of work. Papers by the class. Parallel reading will be assigned. For Seniors and Juniors. (3.) Second term.

II. English Literature of the Victorian Age.—Tennyson, Browning, and Matthew Arnold. Representative poems of these authors are read and discussed in class. Lectures on the principal movements in literature during this period. Parallel reading will be assigned. Text-books: Corson's Introduction to Browning, and any good edition of Tennyson and Matthew Arnold. For Seniors and Juniors. (3.) Third term.

FRENCH.

PROFESSOR HILL.

1. Grammar (Fraser & Squair), including all the forms and the principal irregular verbs. Reading of about two hundred pages of easy prose. Pronunciation, composition, and sight reading. This course, or its equivalent, is required for admission to the Freshman class, unless German or Greek is offered instead. When taken as a college elective it has a value of three. (4.) Throughout the year.

2. Careful reading, in class, of the best productions of classics and modern writers, such as Corneille, Moliere, Racine, Dumas, Hugo, Balzac, Lamartine, Vigny, Gautier. Parallel reading, sight-reading, and composition. The authors and books read are varied from year to year. (3.) Throughout the year.

3. Extensive reading of the larger and more difficult work of the best authors. Study of French Literature. Writing of essays and critiques in French and English. Parallel reading will be assigned. (2.) Throughout the year.

This course will not be given unless as many as three elect it.

GERMAN.

PROFESSOR HOGAN.

1. Grammar (Joynes-Meissner), Part I. Reading of about one hundred and fifty pages of easy prose. Composition and sight-reading. This course, or its equivalent, is required for admission to the Freshman class, unless Greek or French is offered instead. When taken as a college elective it has a value of three. (4.) Throughout the year.

2. Careful reading, in class, of the best authors, such as Goethe, Schiller, Lessing, Freytag, Heine. Parallel reading, sight-reading, and composition. The authors and books read are varied from year to year. (3.) Throughout the year.

3. Extensive reading of the larger and more difficult work of the best authors. Study of German Literature. Writing of essays and critiques in German and English. (2.) Throughout the year.

This course will not be given unless as many as three elect it.

GREEK.

PROFESSOR HILL.

1. Elementary Greek.—White's First Greek Book; Anabasis; Pearson's Greek Prose Composition; Goodwin's Greek Grammar. This course is required for admission to the Freshman Class, unless French or German is offered instead.

When taken in college as an elective it will count only as a three hour subject. (4.) Throughout the year.

2. Second Year Greek.—Xenophon, *Anabasis*; Homer, *Iliad* or *Odyssey*; Prose Composition; Grecian Mythology. The main object of this year's work is to train students in the reading of Greek, much attention is given to grammatical forms and constructions, and to the acquisition of a good Greek vocabulary; sight translation is constantly practiced. Some collateral reading, especially in connection with the study of Homer, is required. (3.) Throughout the year.

3. Third Year Greek.—Lysias, Plato, and Euripides or Sophocles; collateral reading in English. This course is made the basis for a general study of oratory, philosophy, and the drama as developed among the Greeks. Particular attention will be given to the life, character, and teachings of Socrates, and to the social and political condition of Athens. (3.) Throughout the year.

The following courses are offered for the benefit of those who may wish to pursue the study of Greek beyond the third year. They will be given in alternate years so that students who so desire may take both years' work.

1. Homer, selected books of the *Odyssey*. For rapid reading. (2.) First term.

2. Euripides and Sophocles, selected plays. (2.) Second and third terms.

3. In harmony with the above courses optional work will be offered on the Homeric Question, and the Origin and Development of the Greek Drama. Instruction will be by lecture, and students will be given themes for investigation.

Demosthenes or Aeschines. (2.) First term.

8. Plato, selected portions. (2.) Second term.
9. Aeschylus, Agamemnon. Introduction to text criticism. (2.) Third term.
10. History of Greek Literature, with lectures on its relation to the political and social life of the people. Themes for investigation by students. Optional. (1.)

HISTORY.

PROFESSOR THOMAS.

1. Mediaeval and Modern Europe.—Dissolution of the Empire; influence of the Church in reorganizing society Monasticism; growth of the Papacy and its struggle with the Holy Roman Empire; Feudalism; the Crusades; absolutism and the rise of national states; period of discovery and colonization; rise of Universities; the Renaissance in literature and art; the Reformation and religious wars; the struggle for religious and political liberty in England. Text book with supplementary lectures and collateral reading Required of Freshmen. (2.) Throughout the year.

2. The French Revolution and Europe in the Nineteenth Century.—Careful study of the social and financial condition of France before the Revolution; public agitation; progress of the Revolution; the work of Napoleon; development of national consciousness in the European states; fall of Napoleon and the reactionary Congress of Vienna; Revolutions of 1830, 1848, and 1870; unification of Italy and Germany; democracy in England; the Eastern Question; partition of Africa. Instruction as in the preceding course. For Sophomores. (2.) Throughout the year.

3. Political and Constitutional History of the United States: The Colonies to 1774.—This subject will be studied

mainly from the institutional point of view. Contrasts between the corporate and proprietary colonies in their planting and later development; local self-government; the machinery and policy of imperial control; change to royal provinces; imperial taxation and revolt. Text-book with supplementary lectures and frequent references to Doyle, McCrady, Bancroft, Egerton, Ashley, and others. For Juniors or Seniors. (3.) First term.

4. The Revolution and the Union to 1829.—First efforts at union; the Continental Congresses and the Confederation; formation and adoption of the Constitution; domestic and foreign affairs; division into national and States'-rights parties; first expansion; war of 1812; readjustment; Missouri Compromise. Library work and lectures. For Juniors or Seniors. (3.) First term.

5. The United States From 1829 to 1900.—Democracy and the rising power of the West; tariff and nullification; destruction of the national bank, and wildcat banking; territorial acquisitions and their organization; slavery and the struggle in Kansas; secession; emancipation and enfranchisement of the negro; carpet-bag rule; Reconstruction and its undoing; tariff and financial legislation; war with Spain and its results. Text-book with supplementary lectures and collateral reading. For Juniors or Seniors. (3.) Third term.

Courses 3, 4, and 5 will be offered in 1903-4.

6. Political and Constitutional History of England: Early England to Magna Charta.—This course will deal with the union of the petty kingdoms and the foundation of the nation, the Norman Conquest, the introduction of feudalism, and the struggle of the barons with King John. For Juniors or Seniors. (3.) First term.

7. England From Magna Charta to the Revolution of 1688.—Special attention will be given to the decay of feudalism

and the growth of the power of the kings, to the judiciary the rise of Parliament, and the struggle for religious and political liberty. For Juniors or Seniors. (3.) Second term.

8. England Since the Revolution of 1688.—The rise of parties, increasing power of Parliament, growth of the Cabinet, democratization of the nation, triumph of Parliamentary government; imperial expansion; social legislation. Text-book with supplementary lectures and frequent references to Green, Stubbs, Hallam, Gneist, Dicey, and Anson. Topics for investigation and discussion in class. For Juniors or Seniors. (3.) Third term.

To be offered in 1904-5.

LATIN.

PROFESSOR HILL.

1. Livy, selected books; History of Roman Literature. For Freshmen. (3.) First term.

2. Pliny or Cicero, selected letters. Pliny's letters are studied for the purity of style and language, and for the light they shed upon contemporary history, society, and literature. Those of Cicero are of surpassing interest for the view given of the private life of their author. For Freshmen. (3.) Second term.

3. Horace, Satires and Epistles. The Satires are studied for the light they throw on Roman social life and character in the time of Horace, and as illustrating a characteristic as well as the most original, type of Latin poetry. For Freshmen. (3.) Third term.

4. Horace or Catullus, Carmina. These are studied chiefly from a literary point of view as illustrating the high excellence of Roman Lyric Poetry. The metres, historical

lations, and mythology also receive attention. For Sophomores. (3.) First term.

5. Tacitus, Agricola and Germania. Attention is directed to this author's style, to his methods as a philosophical historian, and to his artistic and dramatic power in analyzing human character. For Sophomores. (3.) Second term.

6. Plautus, Captivi. Informal talks on the writers of Roman comedy, and on the sources of their inspiration. For Sophomores. (3.) Third term.

Frequent exercises in Prose Composition, either taken from some book, or specially prepared from the authors read in class, will be required throughout the Freshmen and Sophomore years. Much emphasis is laid upon sight translation. Collateral reading is required in all the college classes.

The following courses are elective and may be taken by either Juniors or Seniors. They will be given in alternate years, so that students who desire may take both years' work.

7. Cicero, Brutus de Claris Oratoribus. (2.) First term.

8. Tacitus, Annals. (2.) Second term.

9. Plautus, Pseudolus; Terence, Andria. (2.) Third term.

10. In harmony with the above, courses will be given embracing a study of Roman Oratory, Roman Antiquities, and the Origin and Development of the Roman Comedy. Instruction will be by lecture, and themes will be assigned for investigation. Optional. (1.)

11. Vergil and Ovid, rapid reading. (2.) First term.

12. Juvenal, Satires. (2.) Second term.

13. Plautus, Trinummus; Terence, Phormio. (2.) Third term.

14. Latin Literature.—Lectures will be given upon individual authors, with extracts from the same, and essays will be required of students on subjects to be assigned. Optional. (1.)

MATHEMATICS.

PROFESSOR HOGAN.

1. College Algebra (Wentworth).—Special attention is given to ratio, proportion, indeterminate equations, the binomial theorem, convergence and divergence of series, and logarithms. For Freshmen. (3.) First term.

2. Geometry (Wentworth Revised).—The work begins with the solution of numerous original propositions in Plane Geometry, proceeds through solid Geometry, with exercises, and closes with a brief course in Geometrical Conic Sections. For Freshmen. (3.) Second term.

3. Trigonometry (Wentworth).—Plane Trigonometry completed, embraces the use of logarithmic tables, the usual applications to problems of heights, distances, etc. For Freshmen. (3.) Third term.

Plane Trigonometry, and completion of Spherical Trigonometry, with numerous exercises and applications to solution of spherical triangles. Sophomores. (2.) Second and third terms.

6. Calculus (Osborne).—The entire year is devoted to the principles and applications of the Differential and Integral Calculus. For Juniors. (2.) Throughout the year.

7. Descriptive Geometry.—For Seniors. (2.) First and second terms.

8. Surveying.—For Seniors. (2.) Third term.

Courses 6, 7, and 8 are elective and will be given only when elected by three or more students.

NATURAL SCIENCE.

PROFESSOR BURR.

1. Zoology.—This course consists of recitations and practical work in the laboratory. Some of the more common forms of animal life will be studied. Orton's Comparative Zoology and Colton's Practical Zoology. For Freshmen. (2.) Throughout the year.

2. Botany.—This course extends throughout the year, so that field work may be done during the fall and spring terms. During the winter term the work will be confined to the study of plant Physiology. Students will be required to prepare herbariums of about seventy-five plants. Gray's School and Field Book of Botany. For Freshmen. (2.) Throughout the year.

3. Chemistry.—The aim of the course is: First, a general knowledge of chemical phenomena; second, a thorough knowledge of Theoretical Chemistry and Stoichiometry; third, a careful study of the elements and their more important compounds; fourth, methods and work in Analysis, Qualitative and Quantitative.

Theoretical Chemistry.—The work begins with a careful study of a number of chemical phenomena which are used as a basis for the deduction of a general chemical theory. Numerous problems in stoichiometry are solved. Each student is assigned a desk in the laboratory, furnished with apparatus and chemicals and it is required that every statement shall be illustrated and verified by experiment; each student is further required to manufacture one or more salts under each basic element and to explain fully the process and the principles involved. Remsen's College Chemistry. For Sophomores. (3.) Throughout the year.

4. Qualitative Analysis.—The Junior year is devoted to a study of Qualitative Analysis—four hours per week of prac-

tical work in the laboratory being required. The laboratory is a large, well ventilated, well lighted room, supplied with convenient working tables, vacuum filtration, hoods for noxious vapors, constant water supply, a delicate balance, and all apparatus necessary for a thorough course in Qualitative and Quantitative Analysis. Noye's Qualitative Analysis. Fresenius for reference. (3.) Throughout the year.

5. Organic Chemistry.—A course in Organic Chemistry consisting of recitations, lectures and laboratory work will be offered during the Junior year. Prerequisite, Inorganic Chemistry. Perking and Kipping. (3.) Throughout the year.

6. Quantitative Analysis.—A course in volumetric and gravimetric analysis has been arranged for the accomodation of students who may desire a more extended course in chemistry. The work consists of four hours per week of laboratory work. Cairn's Quantitative Chemical Analysis. Fresenius for reference.

This course is an elective for students who have taken Inorganic Chemistry and Qualitative Analysis. (2.) Throughout the year.

7. Physics.—In the advanced course the First Term is devoted to Mechanics of both Solids and Liquids and to Sound; the Second Term to Light and Heat, and the Third to Electricity and Magnetism. A text-book on general Physics is used, but is largely supplemented by experimental demonstrations. The student is led to note the general principles of Mechanics that apply throughout, and particular attention is given to such facts and principals as can be turned to practical account. The solution of a large number of problems is required and each student must keep a note book in which he records the results of all experiments. Olmsted's College Philosophy. Prerequisites: Chemistry and Plane Trigonometry. For Juniors. (3.) Throughout the year.

8. A more advanced course in Physics will be offered for

those who have taken the subject in the Junior year and who may desire a more extended study. Electricity and Magnetism are offered for 1903-1904. Text to be announced. For Seniors. (3.) Throughout the year.

9. Astronomy.—The aim of this course is to give the student a general knowledge of mathematical, descriptive, and physical Astronomy. The course is based upon text-book work. The facts with which all educated persons are supposed to be acquainted are committed to memory; the constellations are pointed out, and an opportunity is offered for observing the sun, moon, and planets through the telescope. In the computation of the size, weight, and orbits of heavenly bodies the students meet with problems which afford a good test of their mathematical acquirements. The history and development of the science is laid before them, and their attention is invited to the process of reasoning by which the sublime generalizations of Modern Astronomy have been achieved. Prerequisites: Physics and Sophomore Mathematics. Young's General Astronomy. For Seniors. (2.) Throughout the year.

10. Physiology.—The course in Human Physiology consists of text-book recitations, and lectures, with demonstrations. The microscope is used, furnishing valuable aid in the study of tissues. Hygiene is made a large element of the work. The study of the Human Body is supplemented throughout by a comparative study of the various orders of the animal kingdom. The course extends through the year and is open only to students who have taken the course in Chemistry. Martin's Human Body (Advanced Course.) For Juniors. (3.) Throughout the year.

11. Mineralogy.—This course is intended to make the student familiar with the more common minerals, and to enable him to recognize the rock-making species in their ordinary association as rock masses. In the laboratory much

practice is given in the determination of minerals, some fifty to seventy-five minerals being submitted for determination by means of the blow-pipe. Prerequisite: Chemistry. Dana's Manual of Mineralogy and Petrography. For Seniors. (3.) First term.

12. Geology.—The work in Geology is given by text-book recitations, supplemented by lectures and excursions for field work. The following topics are treated: The geological forces and agencies, or the dynamics of the earth's crust; the interaction of internal heat, and atmospheric agencies; the effects of heat, frost, chemical forces, glaciers, etc., the destruction, transportation, and formation of rock; the origin of mountains; the phenomena of earthquakes, volcanoes and geysers; and the structure of rocks and rock masses. The work is completed by a rapid review of Historical Geology. Prerequisites: Chemistry and Mineralogy. Le Conte's Elements of Geology. For Seniors. (3.) Second and third terms.

PHILOSOPHY.

PRESIDENT ANDERSON.

1. Psychology.—Ladd's Outlines of Descriptive Psychology may be used as a basis for recitations. Discussions, theses, and reviews of standard writers are required. Simple experiments in Physiological Psychology are tried. (3.) First term.

2. Logic.—Hyslop's elements of Logic is carefully studied, with constant reference to other work. (3.) Second term.

3. Ethics.—Hamilton's The Moral Law, or Bowne's Principles of Ethics serves as an outline for lectures and discussions. Students are expected to criticise freely the ethical theories presented, and accept those conclusions which stand the most rigorous tests. (3.) Third term.

Courses 1, 2, and 3 are required, and may be taken by Juniors or Seniors.

4. The Bible.—A course in the English Bible will be given. It will vary from year to year, according to the preparation and purpose of the class, and may be so arranged that students who pursue the course one year may have different work for a second course. (1.) For Juniors or Seniors. Throughout the year.

5. Christian Evidences.—Fisher's *The Grounds of Theistic and Christian Belief* may be used as the text-book, but students are required to consult such authors as Seth, Flint, McCosh, Hopkins, Robinson, Alexander, and Gregory, and to prepare papers on selected topics. For Seniors- (1.) Throughout the year.

6. Christian Missions.—Whenever three or more students desire it, this course will be given. The details will be arranged according to the preparation and purpose of the class. For Juniors or Seniors. (1.) Throughout the year.

7. History of Philosophy.—(1.) First term.

8. Ethical Theories.—(1.) Second term.

9. Advanced Logic.—(1.) Third term.

Courses 7, 8, and 9 are Senior Electives for students who have completed 1, 2, and 3. They will be given only when elected by three or more students. The details of each course will be arranged when the class is formed.

POLITICAL SCIENCE.

PROFESSOR THOMAS.

1-2. National and Commonwealth Governments.—A study of the principal European and American states and of the commonwealths of the United States. In the former atten-

tion will be directed mainly to such parts of the governments as are of constitutional origin; in the latter to the manner in which the commonwealths have dealt with suffrage, education, taxation, and public and private corporations. Wilson's *The State* will be used as a text, with frequent references to Burgess, Bryce, and to the texts of the constitutions. Special reports by students. Note-books required. For Juniors or Seniors. (3.) First and second terms.

3. International Law.—Nature of international law; its historical development, especially in the nineteenth century, and the contribution of the United States to this development the laws of peace, and of war; obligations of neutrality. Text-book with references to the standard writers and to cases. For Juniors or Seniors. (3.) Third term.

Courses 1-3 will be offered in 1904-5.

4. Elements of Political Economy.—Bullock will be used as a text, with frequent references to the standard writers. Survey of the development of the more important theories. Brief topics for investigation by the students. For Juniors or Seniors. (3.) First term.

5. Public Finance.—Economics of the state; direct taxation; systems of taxation in American States and cities; property, income, corporation, land, and inheritance taxes are forms to be studied. Some text like Seligman will be the basis of the work. For Juniors or Seniors. (3.) Second term.

6. Sociology.—An introductory course dealing primarily with such questions as the origin of society, the social mind, the causes and modes of social activity, process of development, industrialism, the family, and the state. For Juniors or Seniors. 3. Third term.

Courses 4-6 will be offered in 1903-4.

CERTIFICATES AND DEGREES.

It is desirable that every student should take a course leading to a regular collegiate degree, since a degree requires the co-ordination and completion of those branches which lead to a thorough and systematic education. There are, however, many young men who can never hope to finish a complete college course and who yet wish to pursue, with the advantages afforded by a college, a group of studies preparing them to secure good certificates as teachers. For their accomodation arrangements may be made to take any of the studies for which they are prepared, if it does not necessitate a change of schedule. Certificates showing the character and standing of such students will be granted on application.

While there is no strict classification of students as Freshmen, Sophomores, Juniors, and Seniors, yet each student is advised, if possible, to take courses belonging to the same year, to avoid conflicts in recitation periods and to approach each subject logically.

Each professor may change from one course to another in his own department students who may be improperly classified; but the consent of the President is required to effect a change from one department to another. To effect such a change or to withdraw from a class, a written application must be made to

the President, who will sign it if he approves. The application must then be countersigned by the Professors concerned and be returned to the President.

Each student is required to take not less than twelve recitations a week, and is not allowed to take more than eighteen. A variation from maximum or minimum requirements will be allowed by the Faculty only on presentation of a written statement detailing the work and condition of the applicant, and permission thus given may be withdrawn if the results are not satisfactory.

Advanced students from reputable colleges are received on certificate and allowed such credit as their previous work may justify, but unsatisfactory class-work may lead to the withdrawal of credit and to the requirement of examinations. Certificates should give detailed statements of subjects studied, time spent, amount of work, and final standing in each.

Certificates and degrees are given under the conditions named below:

1. Certificate of Graduation in a School.—To receive this certificate the student must do all the class-work and pass satisfactory examinations on all subjects required in that School, and must satisfy the Faculty of his proficiency in English.

2. Normal Certificate.—To receive a normal certificate the student must complete the following subjects: Algebra, through quadratics; Plane and Solid Geometry; Elementary Physics; Rhetoric; Psychol-

ogy; General History; Latin Grammar and Prose Composition; Caesar, four books; Vergil, three books; Cicero, four orations; Constitution of the United States; Constitution of Arkansas; Zoology; Geology; Botany; Theory and Art of Teaching. Most of these subjects are sub-collegiate, but the course is required by law for a State Certificate. While the State Superintendent cannot legally issue a certificate on the basis of a college examination, still the completion of this course will prepare for the latter, and will indicate to the public the student's scholastic qualifications for teaching.

3. The Degree of Bachelor of Arts.—The sub-college prerequisites for the A. B. degree are (as indicated under Entrance Requirements) English, Latin, Mathematics, History (either General History, or Roman History and Greek or English History), Science (one of the following: Physics, Physiology, Physical Geography), and one additional language, French or German or Greek.

The Freshman and Sophomore courses, with the exception of a choice between Greek, French, and German, are prescribed. The Junior courses largely electives within certain limits. The Senior courses, except the Bible, are unlimited electives.

It is not thought necessary to lay down several degree courses from which the student may choose. During the first two years he is pursuing those studies which discipline him and give character to the de-

gree. During the last two years under the guidance of trusted teachers he may safely be allowed to give to the degree the coloring which represents his own thoroughly disciplined aptitudes.

The work is so arranged that the average student who has met all entrance requirements may take his degree in four years. An unusually bright or well prepared student by taking the maximum number of hours and by vacation study may shorten the time somewhat. Students attempting to reduce the time are urged to guard against superficiality and physical collapse.

In making up the electives a single course will be counted only when it is complete within itself. While 70 is the passing grade, yet no diploma or certificate is given unless the general average on all subjects is at least 75, and thoroughly acceptable work must be done on all required courses.

To take a degree a student must be of good moral character, must spend at least one year in Hendrix College, must write all essays required, and must prepare an oration or thesis under the following regulations. At the beginning of the Fall Term each Professor announces subjects connected with the work of his department. From these subjects each Senior is required to select, before November 1, a subject, and, under the direction of the Professor from whose list the subject is chosen, to prepare a thesis or an oration of not fewer than 1,500 words, to be submitted to the

Faculty by May 1, and when it is approved, to present to the Library for preservation a copy legibly written on paper of such style and size as may be selected for all. That Senior whose thesis or oration in the judgment of the Faculty, shows the widest research, greatest originality, and best literary finish, shall have the honor of reading or delivering the production on Commencement Day. The Seniors shall, before November 1, choose one of their number as Class Orator to represent them at Commencement.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS.

FRESHMAN YEAR.		SOPHOMORE YEAR.	
DEPARTMENT.	HOURS.	DEPARTMENT.	HOURS.
English	3	English	3
History	2	History or Pol. Sci	2
Latin	3	Latin	3
Mathematics	3	Mathematics	2
Biology	2	Chemistry	3
French, German, or Greek....	3	French, German, or Greek....	3
	16		16
JUNIOR YEAR.		SENIOR YEAR.	
Philosophy	3	Bible	1
Chemistry or Physics	3	Electives	14
Language Electives	6		15
Electives	4		
	15	Total number of hours for a degree	62

An hour signifies one recitation (hour period) a week throughout the year, or three recitations a week through one term.

N. B. As post graduate work should be done in the genuine university, Master's degrees are not conferred by this College.

RECITATIONS, EXAMINATIONS, AND REPORTS.

Each Professor instructs according to his own methods, but the usual method is by recitation of lessons assigned in the text-books, supplemented by lectures and original class work. The black-board is used with nearly all classes.

When a student is absent from recitation, or fails, he is marked 0, unless the lessons missed are made up as the Professor may require. The privilege of making up recitations is only granted to students whose excuses are previously approved.

A record of each student's scholarship and deportment is kept, and twice each term reports are sent to parents.

Examinations, either oral or written, are given at the discretion of the Professors, but the regular time for examinations is the last week of each term. The term standing is found by taking the average of the daily and the examination grades. No student whose average on any subject falls below 70, on a scale of 100, shall be allowed to graduate, nor if the grade be higher, should the examination grade be under 70. Accuracy in the use of English is required in all examination papers. Students may pass on the subject

matter and be conditioned on English. The condition will be removed only when satisfactory evidence is shown that the deficiencies in English have been overcome. Students who fail to pass on any subject may, at the option of the Professor, be required to pursue it again in class, or be re-examined. Before a student is permitted to stand a private examination, he must present the President's receipt for \$1, the amount fixed for an extra examination.

All deficiencies must be made up by Seniors before the beginning of the third term.

Students who have an average daily grade of 95 and who have not been absent more than 5 per cent of the time required for their classes, may, without examination, receive a passing grade, at the discretion of the several Professors, provided that no one may compete for any scholarship prize without standing all examinations.

Students making an average grade of 85 are considered distinguished and their names are published in The Mirror.

ESSAYS, DECLAMATIONS, AND ORATIONS.

During the session three declamations are required from each student. The dates are published in the Calendar.

Debates and orations on Washington's Birthday and

in contests are accepted in lieu of regular declamation requirements, if due notice is given to the President.

All declamations, essays, orations, and papers, prepared by students for public delivery, must be submitted to the Faculty at least ten days before delivery, and then must be delivered as corrected.

GOVERNMENT.

The rules are made and enforced by the Faculty, consisting of the President and regular Professors.

In the government of the College the President, conferring freely with the Faculty, has general oversight, while the Professors govern their respective class-rooms and report to the President all infractions of rules and all disorders that come under their observation.

Knowing that the best disciplinary results can be secured by appealing to a student's sense of honor, and by imposing responsibility upon him, the Faculty adopt only necessary rules and require the active co-operation of all students in maintaining law and order. The advantage of this system is not merely the order which may be secured among students, but it increases their manliness and self-respect and prepares them for self-government and the important duties of citizenship.

Young men who are not disposed to assume respon-

sibility and submit to wholesome discipline, should not apply for admission. Kindly, helpful admonition will be given when students appear to be merely thoughtless or indolent, but should viciousness or lawlessness be discovered, the punishment will be prompt and severe, extending from demerits and public reproof to suspension and expulsion. Severe punishment, however, will be administered only when the highest interests of the whole school require it, on the theory that the reformation of the offender and the protection of the innocent are more important than the vindication of the letter of the law.

On account of their length, the rules and regulations are not published in the catalogue, but a Student's Manual, containing explicit rules, is provided for each student, and a copy is sent to the parents also, that they may be able to co-operate with the Faculty. Parents may rest assured that the rules are wholly for the student's good, and are founded on experience and common sense.

The report sent to parents will show, in addition to class-standing, the deportment of students as far as known, and special reports will be made whenever it is necessary.

MISCELLANEOUS INFORMATION.

EXPENSES.

Tuition in College classes, per term	\$20.00
Tuition in the Academy, per term	14.00
Matriculation Fee, payable once each year.....	1.00
Library and Reading Room Fee, per term.....	1.00
Science Fee for Academy classes, per term	\$1.00 to 2.00
Science Fee for College classes, per term	2.00
Chemistry or Mineralogy, per term.....	3.00
Fee for Diploma.....	5.00
Fee for Certificate of Graduation in a School.	3.00
Board at Tabor Hall (including room rent), per month,	\$9 to 11.00
Dormitory Rooms (unfurnished), per month.....	\$2 to 3.00
Electric light, per term	1.50
Fuel for Room, during winter, per term	50 cents to 1.60
Furniture for Room, according to student's taste ...	\$6 to 20.00
Board, Room, Fuel and Lights, in families.....	\$9 to 12.00
Laundry work, per month.....	50 cents to 1.50
Books And Stationery, according to classes.....	\$5 to 12

In order that estimates may be easily made, the following tables are given, showing necessary expenses in the Preparatory, Sub-Freshman, and Collegiate Departments for the scholastic year:

	ACADEMY.	COLLEGIATE.
Fees	\$ 4.00	\$ 4.00
Tuition.....	42.00	60.00
Board	90.00	90.00
Books, about	9.00	18.00
Laundry.....	9.00	9.00
Total for the year.....	\$154.00	\$181.00

If a student belongs to the various student organizations, about \$5 more will be required, but the expense is voluntary as no one is forced to unite with these organizations. In estimating school expenses the following facts should not be overlooked: Young men at home must spend money for clothing and incidentals; hence such things should not be considered a part of the school expenses, although they must be counted in calculating the amount that a student will require. No uniform is necessary, and economy in dress is encouraged.

The centrality and accessibility of the location make railroad expenses very moderate.

For a term of twelve weeks, *necessary* expenses may be reduced to \$48, and they should not exceed \$65, even when private board and collegiate courses are taken.

The school and boarding month is twenty-eight days, and the term is twelve weeks, exclusive of opening and commencement week. The session is divided into three terms.

Students taking irregular courses are charged tuition of higher course, if there are two or more studies therein.

Students may enter at any time, and are charged tuition from the beginning of the week in which they enter. Fees are due at the beginning of each term, and no student may matriculate until they are paid. Tuition is payable at the beginning of each term.

No tuition is returned for absence during the last two weeks of any term. Reduction may be made for two weeks' absence caused by sickness, or when cause can be shown for withdrawal, if, in the latter case, ten days' notice is given, and the amount is not less than one month's tuition. These restrictions are made because students are expected to enter for a term, and the College is always ready to fulfill its part of the contract.

Board and room rent are payable monthly in advance and

are not refunded if, after beginning a month, a student changes before the end of that month; but when he has withdrawn from the College three-fourths of the balance will be returned.

Free Tuition—Children of itinerant preachers of the M. E. C. S., and young men preparing for the ministry of any evangelical church, receive tuition free, but are expected to pay the regular fees and extras. To show that they are entitled to free tuition, all beneficiaries should present certificates from pastors or quarterly Conferences. Ministerial students are expected to give notes for tuition, which become void as soon as regular ministerial work is begun.

TABOR HALL AND DORMITORIES.

As it is desirable that a student's fare be wholesome and abundant, yet inexpensive, and as these results can be secured only by boarding many together, the Trustees have wisely provided a dining hall, known as Tabor Hall, in which two hundred persons may take their meals.

The first story of this two-story brick is used for a dining-room, and a thorough organization has been effected for the purpose of securing cheap but wholesome fare under the most favorable conditions.

The tables will be carefully managed and board including room rent furnished at cost, from \$9. to \$11. a month. Board, including fuel and room rent, has never cost more than \$11, and has been as low as \$8.70.

The second story of Tabor Hall is divided into ten rooms. On either side of the Hall, are double rows of brick dormitories containing sixteen rooms. Each room is 12 x 16, well lighted and ventilated, and opens upon a veranda by which all are connected.

These rooms and others in cottages on the campus are

occupied by students. Two students may occupy one room and furnish it according to their taste. Bedding and toilet articles may be brought from home.

By this arrangement students are not crowded together in large buildings, but each room is practically separate from all others and yet near enough for convenience, and the cost of board, room, and furniture will vary according to the taste and ability of each student.

Furniture costs from \$6 to \$20 per room, and may usually be sold at a small discount when the students leave. If furniture is unsold, it must be left with the Proctor, who will be allowed ten per cent for selling when furniture is not handled, and twenty per cent when it is stored. If the room is needed, the furniture must be removed and stored, and all furniture unsold at the end of the first month of each term may be sold at auction. This arrangement is necessary to prevent the accumulation of unsalable rubbish.

A Proctor is appointed for the dormitories, and his duty is to protect the buildings and report to the President the condition of the rooms. A damage deposit of \$2 is required of each occupant of a room, and this will be returned on presentation of the Proctor's certificate that the room is not damaged.

The occupant of a room at the close of a session may retain it for the next session by notifying the Proctor before Commencement Day; but if he is not present on Thursday, before the first day of the Fall term, he must deposit one month's rent in advance to hold the room. Students who write in advance for rooms should forward \$2 as a guaranty, to be forfeited if the room is not taken.

PRIVATE BOARD.

While students are usually expected to room on the campus and board at Tabor Hall, yet, by special agreement with the President, a limited number may board at such private houses as may be approved by the Faculty. Only thoroughly reliable and respectable houses are endorsed, and the Faculty reserve the right to withdraw students at any time, if their conduct or the management of the house prove unsatisfactory. Several good families furnish excellent board at \$9 to \$12 a month.

THE ADMISSION OF WOMEN.

Although Hendrix College is intended primarily for young men, its doors are open to mature young women who prefer the course of study and training offered in a strong college.

No boarding house is provided for women, hence only such as may safely be allowed to board in private families will be admitted, and they should correspond with the President in order to secure suitable boarding places.

LIBRARY AND READING ROOM.

PROFESSOR THOMAS, Librarian.
J. B. GREESON, Senior Assistant.

A large, well-lighted room on the second floor is used exclusively for the Library and Reading Room. Under the care of three student Librarians the room is kept open every day from 9 to 12 in the morning, and from 1:30 to 4:30 in the afternoon.

Works of reference and current literature are kept in the

Reading Room section of the Library and may be used in the room by all students, but may not be removed except on written request approved by the Librarian.

Books in the Library proper may be consulted on the shelves or carried away by holders of Library Pass Books. These may be secured on the payment of the term fees and the deposit of one dollar.

The Library, including the Y. M. C. A. Library generously donated by the people of Conway, now comprises about 8,000 bound volumes and 7,000 pamphlets and unbound reviews and magazines. They include fifteen cyclopedias and the most important works on theology, history, biography, philosophy, politics, economics, education, criticism, poetry, and fiction. The collection on education, history, and political subjects is unusually fine, and affords excellent facilities for source study. Many rare books have been secured. Through the kindness of the Hon. C. C. Reed, M. C., the Library has been made a Government Depository, and received this year about 700 volumes. Henceforth all the Government publications will be received. By purchase and donation several hundred books are added each year.

Nearly all the standard works are on the shelves, but as interest in special subjects increases, a wider range of literature is necessary and many books not readily obtained at the book-stores become desirable. There are hundreds of books in private libraries that are of no special value to their owners that would be exceedingly valuable to the College Library. Friends are urged to contribute to the growth of the Library any kinds of books. Many books regarded as utterly worthless are wanted because they are necessary to the investigation of historical questions. In particular, it is desired to complete the files of the Congressional Debates, Globe, and Record, the Statutes at Large, and Supreme Court Reports.

During the past year the following periodicals were kept

on file: S. M. Quarterly Review, North American Review, The Forum, The Arena, Homiletic Review, Educational Review, Review of Reviews, Current History, Missionary Review, S. S. Times, Literary Digest, Independent, Chatauquan, The Century, Leslie's Monthly, American Journal of Sociology, Political Science Quarterly, Municipal Affairs, Normal Instructor, New England Journal of Education, Southern School Journal, Teachers' Institute, Scientific American and Supplement and Building Edition, Atlantic Monthly, Cosmopolitan, Success, Gunton's, Public Opinion, World's Work, Science, Modern Culture, The Critic, Saturday Evening Post, Nashville Christian Advocate, New York Christian Advocate, St. Louis Christian Advocate, Arkansas Methodist, Arkansas Baptist, Youth's Companion, Arkansas Daily Democrat, Arkansas Daily Gazette, and a score of college journals and many county newspapers. Others will be added as the fund increases and as other publishers contribute. After serving their purpose in the reading room the most valuable periodicals are placed in the Library.

LABORATORY AND MUSEUM.

The Laboratory and Museum together occupy four large and well lighted rooms. The physical laboratory is fitted with cases for the storage of apparatus, of which there is a considerable assortment, such as, a sonometer, set of Quincke's tubes, seven-in-one apparatus, vibrating plates, radiometer, hydrometers, thermometers—maximum and minimum,—barometer, galvanometers, dynamos, motors, compound microscopes, Wheatstone's bridge, rheostats, and a great number of minor pieces of apparatus. In the study of Astronomy the telescope is used. This is a good instrument of three-inch aperture, with powers ranging from 60 to 400. This physical laboratory is also furnished with tables and

desks and is used as the recitation room for all classes in science.

For use in the subjects of Physiology and Anatomy, a number of fine plaster models is found in the laboratory; as follows: heart, heart-lungs-trachea, brain, eye, and ear. These models are constructed to show all the parts distinctly and are of invaluable aid to the student. The laboratory also contains several fine anatomical charts and a skeleton.

The chemical laboratory is completely equipped with a full stock of chemicals, glassware, balances, desks, constant water supply, and everything necessary for the acquirement of a thorough and practical knowledge of the subject. There is also a dark room in connection with the laboratory for use in photography.

Through the liberality of Mr. W. M. Clifton, of Morrilton, a second laboratory has been fitted up for the advanced work in Chemistry.

The museum is located on the second floor and is well furnished with cabinets, which contain the Zoological, Geological, and Mineralogical collections, all classified and well fitted for instruction.

The Frank Park Geological Cabinet, containing about a thousand mineral specimens, classified and consecutively numbered according to Dana's System of Mineralogy, will be found of great value to students of Mineralogy and Geology.

The Zoological cabinet is made up chiefly of reptiles, of which there is a considerable number, and the collection is being rapidly increased.

The purely geological specimens are chiefly palaeontological.

During the summer of 1892 the Professor then in charge traveled in the Rocky Mountains, making collections. Special efforts are being made to secure collections illustrating the wonderful mineral resources, the flora and fauna of Ark-

ansas. Friends throughout the state may render much aid by contributing specimens and natural curiosities of all kinds, and their interest and assistance are earnestly solicited to make ours a representative Arkansas collection.

For use of apparatus and materials, fees will be charged in the science classes as follows:

Chemistry and Mineralogy, each per term	. . .	\$3.00
Other College classes, each per term,	. . .	2.00
Preparatory classes, each per term	. . .	\$1.00 to 2.00

In addition to the above, every student in Chemistry is required to pay \$5 for a breakage ticket to cover the cost of all apparatus which he may break or damage. The unused portion of each ticket will be redeemed at the end of the year.

LITERARY SOCIETIES.

The Franklin and Harlan Societies have been thoroughly organized, are ably conducted by the students themselves, and afford excellent opportunities for social, literary, and forensic improvement. Above all, they develop the student's powers of self-government and prepare him for the active, practical duties of life.

The Faculty testify to the efficiency of these societies, and urge all students to become members.

In the Main Building each society has a large, comfortable hall, handsomely furnished. The members deserve great credit for their success in fitting up their halls so elegantly and comfortably.

THE STUDENTS' JOURNAL.

The Hendrix College Mirror is a forty-eight page monthly, edited by the students themselves. It contains editorials, lo-

cal news, Y. M.C. A., religious and alumni notes, clippings from exchanges, literary articles by students, and educational and other articles by the Faculty. It is the "mirror" of College life; but its literary and educational features make it valuable even to persons in no way connected with the College.

Editor-in-Chief, A. L. Hutchins.

Business Manager, H. T. Harrison.

Terms: One dollar a year in advance. A limited number of first-class advertisements will be taken. Rates given on application. All business letters should be addressed to the Business Manager, and other communications to the Editor-in-Chief.

THE YOUNG MENS' CHRISTIAN ASSOCIATION.

Among the factors for good, the Y. M. C. A. takes high rank. It is officered by the best men in the College, has monthly business meetings, and devotional meetings every Sabbath. Nearly all the young men are members, and large numbers attend regularly. It is an association of young men for moral and spiritual improvement; its religious services are characterized by deep spirituality, and its members are the most active Christian workers. A large, well-furnished room in the Main Building is used by the Association. At the beginning of each term, a committee meets all trains to receive new students, and a reception is held in Association Hall to welcome and bring them at once into cordial relations with the best elements of college life. The president for 1903-04 is S. C. Reynolds.

THE GYMNASIUM AND ATHLETICS.

The Gymnasium is a large, well-ventilated basement room, supplied with dumb-bells, Indian clubs, parallel and

horizontal bars, etc. Classes will be found for drills in physical culture and systematic gymnastics. No charge for tuition is made. All students are required to join the classes and by regular exercise to strengthen the body. With reasonable care and exercise a student should improve in health during his stay in college. As it is now generally conceded that the highest scholarship and greatest usefulness are almost impossible without vigorous health, the value of a good gymnasium is evident.

Under the careful supervision of the College Athletic Committee, composed of representatives of both Faculty and students, outdoor sports will be encouraged and will afford invigorating pastime freed from vitiating influences.

Under proper restrictions intercollegiate athletics will be allowed, but character and good class-standing are necessary to membership in regular teams.

The Athletic Field affords excellent facilities for intercollegiate games.

A tennis club has been organized. Courts have been prepared near the Main Building and many pleasant evenings are spent on them at this delightful game. The club will be continued. Membership fee, \$1.

Hereafter, if students show sufficient interest in athletics and make reasonable preparation for an exhibition of running, jumping and other events, the afternoons of the first and third Declamation Days will be devoted to field sports. It is probable that several prizes will be offered.

LECTURES.

Professional lecturers and men distinguished in the various professions are from time to time invited to lecture before the students. Special lectures are also delivered by different members of the Faculty. During the session of 1902-03

the students had an opportunity to hear Bishop E. R. Hendrix, Dr. Seth Ward, Gen. J. B. Gordon, Rev. O. E. Godard, and others.

LECTURES FOR ACADEMIES AND LITERARY CLUBS.

Although the College does not offer regular "university extension" courses, academies or literary clubs desiring lectures on subjects related to any course offered in the catalogue, may usually arrange with the Professor in charge of the course to deliver a lecture or a series of lectures on his special subjects. In order to secure lectures, application must be made early, since the Professor can leave the College only on convenient occasions and must have ample time to arrange the dates.

SCHOLARSHIPS FOR INSTRUCTORS.

In order to aid worthy students who expect to become teachers, the Faculty each year will appoint advanced students as instructors in English, History, Latin, Mathematics, and Chemistry. Each instructor is required to teach, under the direction of the President and Professor in charge of the Department, one of the lower classes. He receives as compensation his tuition, but is expected to pay for fees. Graduates or advanced students from reputable schools may be appointed. In their application, which should be made before April 1, candidates for instructorships should state their educational qualifications and experience, and give references to former teachers. Full information will facilitate selection. Appointments will be made about May 1. The tuition is the least valuable part of the compensation, since the experience in teaching and the connection with the College would prove highly valuable to the student who is preparing to teach.

APPOINTMENT OF LIBRARIANS AND OTHERS.

The Proctor, three Librarians, and three Janitors receive compensation in tuition. These positions are given to students already in the College, who have demonstrated their ability and worth. Young men who have never been students of Hendrix College need not apply, but must enter the College and prove their fitness. By the help of these and other positions many of the best students are working their way through college.

New students who need aid may pay for tuition in labor at the rate of ten cents an hour.

LIBERAL OFFER FOR BEST EXAMINATIONS.

The student, who, at the regular college entrance examination, makes the highest average on English, Mathematics, Latin, and History, shall receive free tuition for two years provided, that at least five stand the examination. If ten stand, the second shall receive one year's tuition, and other prizes may be given when the number of successful applicants is large. Additional prizes of a year's tuition each for the best examination in French, German, and Greek shall be given to applicants who stand highest in those subjects provided, that the students pass on the first four subjects. Thus it is possible for a student to secure free tuition for full college course.

LIBRARIES FOR ACADEMIES.

A school library worth \$50 will be given to that school which sends the largest number (not less than two) of passing students who enter as regular Freshmen. Books worth \$25 will be given to the school whose students make the highest average grade on entrance examination at the College.

SCHOLARSHIPS FOR STUDENTS.

In each academy and high school the student who, during a scholastic year, stands highest in his classes will receive free tuition for one year on presentation of the principal's scholarship certificate. These scholarships are not transferable, but may be extended from year to year, if the holders are delayed in using them.

PRIZES.

Prizes for excellence in speaking, writing, and scholarship have been offered by friends of the College. The conditions of the contests are not published, but are announced to the students. The prizes are as follows, and for 1902 were awarded as indicated below. The awards for 1903 were not made when the catalogue was printed.

1. The Arkansas Methodist Declamation Prize for the best declamation below Junior Class, to B. L. Ferguson.
2. The Faculty Essay Prize, for the best essay by a college student, offered by the Faculty, to A. S. Irby.
3. The A. S. McKennon Scholarship Prize, for general scholarship in College classes, offered by Hon. A. S. McKennon, S. McAlester, I. T., to C. W. Lester.
4. The Mirror Literary Prize, for the best literary article in The Hendrix College Mirror, to A. P. Reynolds.
5. The T. H. Ware Mathematical Prize, for the best work in Freshman and Sophomore Mathematics, offered by Rev. T. H. Ware, to S. S. Jefferies.
6. The Debater's Prize, for the best debate in the Inter-society Debate, to F. E. Robins.
7. The Preparatory Essay Prize, for the best essay by a preparatory student, to H. R. Skinner.
8. The Preparatory Scholarship Prize, for the best general scholarship among Preparatory students, to J. A. Youngblood.

LOCATION.

Conway is a thriving town of 2500 inhabitants, and is situated on the Little Rock and Ft. Smith Railroad, thirty miles from Little Rock. It is only seven miles from the geographical center of the state, and fifteen miles from the point where the three patronizing Conferences corner.

Being one mile south of a range of the Ozark Mountains on the edge of a high rolling prairie, in an open grove of magnificent oaks, it is by nature one of the most beautiful and healthful towns in the State. It is seven miles from the Arkansas River, and there are neither swamps nor sluggish streams for many miles around. The surface slopes sufficiently for good drainage; and since the soil is full of sand and gravel and is underlaid with slate, standing water is unknown.

Being south of the mountains, Conway is subject neither to rigorous winters nor sudden climatic changes so injurious to delicate constitutions; yet its altitude precludes malarial influences, and the fresh prairie breezes prevent the debilitating effects resulting from heat in places less favorably situated though in higher altitudes.

The moral and religious influences are good. By special act of the Legislature the sale of intoxicants, including native wine, is prohibited within a radius of ten miles. There are five church houses, Southern Methodist, Baptist, Presbyterian, Episcopal, and Roman Catholic, and several other denominations have small organizations. A good public school with an enrollment of over three hundred, affords excellent opportunities for primary education.

The liberal donation of \$55,000 to secure the location of Hendrix, and of \$30,000 to secure the Central Baptist College, shows the real spirit of Conway's citizens, and indicates their appreciation of higher education and their determination to secure its benefits. The people are thoroughly ident

ed with the College, and will give a hearty welcome to all who come among them in the same spirit. During the last twelve years many substantial improvements have been made, clearly proving that Conway is fast becoming an ideal college town. After twelve years' observation, Trustees, Faculty, and students are highly pleased with the location.

CAMPUS AND COLLEGE BUILDINGS.

The campus, comprising thirty acres, is in the northern part of the town, about three-fourths of a mile from the depot.

The railway, running north and south, cuts off a narrow strip on the west. This will be beautified and used as a park.

Through the middle of the larger portion extends a beautiful, gently sloping ridge, the highest ground in the town. All principal buildings are on this ridge and front toward the railroad, which is about one hundred yards away. On the south end of the campus the Main Building has been erected at a cost of \$30,000, and is a handsome, substantial, three-story brick, 124x96 feet, containing chapel, recitation rooms, library, laboratory, and Y. M. C. A. and society halls. Tabor Hall is a fine two-story brick, 38x78, situated on the north end of the campus, and intended for a dining hall and dormitory. Its cost was about \$7,000. On either side of Tabor Hall are brick dormitories, and between it and the main building is the President's house. Several frame cottages were on the campus when it was selected. They have been moved together and improved and now afford pleasant rooms for students.

The campus has been graded and sodded, walks and drives have been laid off and many shrubs and shade trees have been planted. Naturally beautiful, the campus will be, when fully improved, a spot of unusual attractiveness.

An electric light plant in the town furnishes light in the College and all the dormitories.

A telephone exchange promotes local convenience and gives connection with the principal places in the State.

COLLEGE LANDS.

Just north of the campus is a splendid tract of fifty acres, owned by the Trustees. This has been laid off in town lots with wide streets and alleys, and will be sold for the benefit of the College. Persons who wish to locate near the College will find these lots convenient and pleasantly situated. The agent, Rev. F. S. H. Johnston, will answer all questions concerning this property.

TO TEACHERS.

The normal course, the thorough instruction, the association with mature students, and the moderate expense offer many attractions to teachers. Over four hundred teachers have been in attendance during the past twelve years, and many are now filling responsible places.

Special efforts are made to secure good positions for worthy teachers. School authorities may apply to the President for teachers in the full assurance that only the competent will be recommended.

Former students are requested to keep the President informed of their whereabouts so that he may assist them in finding suitable positions.

TO NEW STUDENTS.

Bring certificates of character from your last teacher and your pastors. At the opening of the Fall Term, a committee

wearing the College colors, orange and black, will receive all new students as they arrive at the depot. Within twenty-four hours after arrival, report to the President and matriculate, and make no arrangements for board or room without consulting him. Failure to observe these requirements may prevent your admission.

TO PARENTS.

Notify the President before you send your sons, and give him full information about their advancement and habits. Provide them with only so much as is necessary for tuition, fees, books, one month's board and a small amount for incidentals, and require them to render regular itemized statements of expenditures. A liberal allowance without accountability will ruin the average boy. If the progress of your sons is not satisfactory, communicate freely with the President, and when you wish to withdraw them, notify him by a personal letter.

TIME OF OPENING.

The next term begins on Friday, September 25, 1903. Examinations will be held and the classes formed on Friday and Saturday, so that regular work may begin on Tuesday following. Students expecting to attend should be here promptly to secure good boarding places, and to start at the beginning with their classes. The delay of even a few days may seriously interfere with the year's work. All should try to spend the full year at College, if possible, although students coming in at the beginnnig of the Second or Third Terms usually find no great difficulty in entering classes, as new subjects are taken up and new classes formed.

THE CHOICE OF A COLLEGE.

While parents and students are influenced in their choice of a college by various motives, there are certain leading considerations which should never be ignored. They are, in the order of their importance:

1. The moral and religious character of the Faculty and students, and of the community.
2. The fullness and thoroughness, of the curriculum, the experience and culture of the Faculty, and their competency to do the work required.
3. The healthfulness and accessibility of the location.
4. The probability of future commercial, political, and ecclesiastical association with fellow students.
5. The expense of tuition, board, and incidentals.

It is claimed with confidence that in every one of these points Hendrix College is the equal of any other college in the State. Comparison of catalogues and records is invited.

For further information, address

PRESIDENT STONEWALL ANDERSON,
Conway, Ark.

REGISTER OF STUDENTS FOR
1902-1903.

SENIOR CLASS.

NAME.

COURSE.

RESIDENCE.

Dunaway, Maud Edwin.....A. B.....Conway, Faulkner

Thesis: Corporations and the Public Welfare.

Hartley, Maynard Leslie..A. B.....Conway, Faulkner

Thesis: The Formation of the Constitution of the United States.

Reynolds, Arthur Pierce..A. B.....El Dorado, Union

Thesis: Diplomacy of the American Revolution.

STUDENTS BELOW THE SENIOR CLASS.

Aylor, H. B.	Mountain Home, Baxter
Anderson, J. A. jr.	Conway, Faulkner
Akridge, J. P.	Conway, Faulkner
Austell, Thos.	Wynne, Cross
Brown, W. D.	Luxora, Mississippi
Brown, C. A.	De Valls Bluff, Prairie
Bagwell, M. A.	S. McAlester, Ind. Ter.
Barrett, H. R.	Sherill, Jefferson
Barrett, J. M. jr.	Sherill, Jefferson
Brown, A. L.	De Valls Bluff, Prairie
Bayliss, J. A.	Russellville, Pope
Bradley, Arthur	Clinton, Van Buren
Bogg, E. J.	Wabbaseka, Jefferson
Brown, Chas.	Des Arc, Prairie
Cox, C. P.	Ft. Gibson, Ind. Ter.
Cox, C. H.	Conway, Faulkner
Caloway, W. L.	Bethesda, Independence
Cox, M. F.	Beryl, Faulkner
Crandall, O. E.	Charleston, Franklin
Cox, W. H.	Beryl, Faulkner
Cantrell, G. P.	Conway, Faulkner
Cazort, C. A.	Lamar, Johnson
Cazort, T. J.	Lamar, Johnson
Cannon, R. H.	Foreman, Little River
Cazort, W. S.	Lamar, Johnson

Caplinger, A. B.	Conway, Faulkner
Cantrell, W. K.	Conway, Faulkner
Carrigan, Steve, Jr.	Hope, Hempstead
Charles, M. E.	Conway, Faulkner
Duncan, T. E.	Tillar, Drew
Dowell, F. B.	Tuckerman, Jackson
Dunaway, J. D.	Conway, Faulkner
Deal, C. S.	Conway, Faulkner
Donnell, John	Conway, Faulkner
Dyer, C. H.	Forrest City, St. Francis
Dunaway, M. E.	Conway, Faulkner
Davis, L. B.	Helena, Phillips
Dickerson, C. H.	Conway, Faulkner
Dooley, J. A.	Clarendon, Monroe
Davidson, G. C.	Nettleton, Craighead
Evans, E. T.	New Orleans, La.
Ethridge, F. R.	Hope, Hempstead
Farish, C. D.	Morrilton, Conway
Farmer, T. J.	Conway, Faulkner
Furry, F. P.	Van Buren, Crawford
Fair, E. L.	Waldron, Scott
Fretwell, J. H.	Abbott, Scott
Fair, L. W.	Waldron, Scott
Fair, E. N.	Waldron, Scott
Frauenthal, Arthur	Conway, Faulkner
Greeson, J. B.	Conway, Faulkner
Greenhaw, E. B.	Marshall, Searcy
George, W. S.	Dardanelle, Yell
Harton, D. O.	Conway, Faulkner
House, C. E.	Conway, Faulkner

Henderson, J. M.	Brinkley, Monroe
Hill, V. D.	Conway, Faulkner
Hartley, M. L.	Conway, Faulkner
Harrod, J. Q.	Cascade, Faulkner
Hearnsberger, C. C.	Dalark, Dallas
Hardison, T. W.	Stephens, Ouachita
Hutchins, A. T.	Jacksonville, Pulaski
Hobbs, A. K.	Plumerville, Conway
Harris, A. W.	Richmond, Little River
Hardin, G. C.	Okolona, Clark
Hall, H. J.	Scotland, Van Buren
Holloway,	Mariana, Lee
Harris, J. S.	Monticello, Drew
Hill, J. W.	Cotton Plant, Woodruff
Hutchins, A. L.	Jacksonville, Pulaski
Hudson, Ben.	Hazen, Prairie
Hinkle, V.	Holland, Faulkner
Hunt, E. H.	Coal Hill, Johnson
Hardin, R.	Okolona, Clark
Hendrickson, R. M.	Martinville, Faulkner
Harrison, H. T.	Hot Springs, Garland
Harkey, R. L.	Ola, Yell
Hemingway, C. C., Jr.	Arkansas City, Desha
Hill, C.	De Valls Bluff, Prairie
Hughes, S. T.	Haynes, Lee
Isgrig, F. A.	Conway, Faulkner
Irby, A. S.	Black Rock, Lawrence
Jefferies, S. S.	Clarendon, Monroe
Jenkins, A. J.	Stephens, Ouachita
Jones, J. K.	Conway, Faulkner

Jordon, E. A.	Cotton Plant, Woodruff
Kirkpatrick, S.	Alpena Pass, Boone
King, T. A.	Tillar, Drew
Locke, F. T.	Conway, Faulkner
Locke, W. B.	Conway, Faulkner
Lefler, F. G.	Scotland, Van Buren
Lark, F. C.	Lancaster, Crawford
Lewelling, L. P.	Holland, Faulkner
Lindsey, R. L.	Haynes, Lee
Lester, C. G.	Stephens, Ouachita
McCurry, B. M.	Mountain View, Stone
Mitchell, F. W.	Conway, Faulkner
Martin, H.	Martinville, Faulkner
Menard, J. G.	Nady, Arkansas
Morden, D. H.	Hurricane, Saline
McClurkine, J. I.	Stephens, Ouachita
May, W. R.	Clarksville, Johnson
Mitchell, H. T.	Kingsland, Cleveland
McConnell, J. E.	Vesta, Franklin
Moose, W. L., Jr.	Morrilton, Conway
McCulloch, A. D.	Conway, Faulkner
Miller, J. H.	Argenta, Pulaski
McHenry, P. L.	Jacksonville, Pulaski
Mitchell, W. B.	Kingsland, Cleveland
McDonnell, F. J., Jr.	Okolona, Mississippi
McDonnell, A.	Okolona, Mississippi
McPherson, A.	Conway, Faulkner
Nelson, C. D.	Conway, Faulkner
Nations, J., Jr.	Lamar, Johnson
Owens, W. A.	Locksburg, Sevier

Owens, A. M.	Locksburg, Sevier
Park, E. J.	Locksburg, Sevier
Pennington, M.	Dumas, Desha
Parsons, B. F.	Holland, Fauikner
Parsons, A. A.	Holland, Faulkner
Prewitt, T. A.	Tillar, Drew
Pearson, E. M.	Conway, Faulkner
Phelps, J. A., Jr.	El Paso, White
Prewitt, B. C.	Tillar, Drew
Reynolds, A. P.	El Dorado, Union
Robertson, G. C.	New Lewisville, Lafayette
Reynolds, J. A.	Naylor, Faulkner
Riggs, R. L.	Ft. Smith, Sebastian
Reynolds, S. C.	Naylor, Faulkner
Rogers, Roy	Conway, Faulkner
Rogers, A. C.	Kingsland, Cleveland
Reed, J. B.	Carlisle, Lonoke
Ramsey, W. K., Jr.	Camden, Ouachita
Stillwell, H.	Brinkley, Monroe
Simmons, J. F.	Hurricane, Saline
Smith, R.	Stephens, Ouachita
Shipley, E. M.	Huntington, Sebastian
Southard, E. A.	Ft. Smith, Sebastian
Smith, H.	Cincinnati, Washington
Savage, C. B.	Hamburg, Ashley
Skinner, H. R.	Vanndale, Cross
Shaver, J. S.	Strawberry, Lawrence
Stanley, E. A.	Barkada, Drew
Sherman, J.	Elm Springs, Washington
Smith, N.	Stephens, Ouachita

Thweatt, C. B.	DeValls Bluff, Prairie
Tucker, M. E.	Magazine, Logan
Tucker, J. R.	Magazine, Logan
Thompson, C. A.	Pine Bluff, Jefferson
Thompson, W. T.	Russellville, Pope
Trippe, R. E.	Arkansas City, Desha
Witt, J. L.	Conway, Faulkner
Withers, C. W.	Widener, St. Francis
Wolfe, G. C.	Arkansas City, Desha
Wade, L.	Yellville, Marion
Woolly, W. W.	Greenbrier, Faulkner
Wilson, E. A.	Conway, Faulkner
Youngblood, J. A.	Clarendon, Monroe

SUMMARY.

COUNTIES.	NO. OF STUDENTS.	COUNTIES.	NO. OF STUDENTS.
Arkansas.....	2	Little River.....	2
Ashley.....	1	Lonoke.....	1
Boone.....	1	Monroe.....	4
Baxter.....	1	Mississippi.....	1
Clark.....	2	Marion.....	1
Cleveland.....	4	Ouachita.....	6
Conway.....	3	Phillips.....	1
Crawford.....	2	Pope.....	2
Cross.....	2	Prairie.....	6
Dallas.....	1	Pulaski.....	4
Desha.....	3	Saline.....	2
Drew.....	4	Sebastian.....	3
Faulkner (non-resident).....	18	Scott.....	4
Faulkner (local).....	28	Searcy.....	1
Franklin.....	5	Sevier.....	3
Garland.....	1	Stone.....	1
Hempstead.....	2	St. Francis.....	2
Independence.....	1	Union.....	1
Jackson.....	1	Van Buren.....	3
Johnson.....	8	Washington.....	2
Jefferson.....	5	Woodruff.....	2
Lawrence.....	2	White.....	1
Lafayette.....	1	Yell.....	2
Lee.....	3		
STATES.		STATES.	
Arkansas.....	153	Indian Territory.....	2
Louisiana.....	1	Mississippi.....	2
Total.....		158	

Local, 28; non-resident, 130. Males, 146; females, 10. Preparing for the ministry, 20. Teachers, 55.

TITLED GRADUATES.

- 1883: Miss Alice Mahan (Knight), M. E. L. Mena, Ark.
 Miss Jennie Montgomery (Raynor) M. E. L. Lamar, Ark.
 Miss Lucy Ragan (Basham), M. E. L. Clarksville, Ark.
- 1884: Miss Lydia E. Burrow (Steel), M. E. L. (deceased) ..Richmond, Ark.
 Miss Eva M. Oliver, M. E. L. Altus, Ark.
 Miss Carrie M. Howell (Bailey), M. E. L. Alma, Ark.
- 1885: Miss Minnie B. Nichols (Laser), M. E. L. Clarksville, Ark.
 Miss J. Idella Daniels (Hall), M. E. L. Paris, Ark.
 Miss Lizzie A. Burrow (Johnston), A. M. (deceased) Ozark, Ark.
 Miss Kate E. Atkins (Hill), A. M. (deceased)..... Altus, Ark.
 Miss Sallie B. Atkins, A. M. (deceased) San Marcos, Tex.
- 1887: J. M. Hawley, A. B. Member of Little Rock Conference.
 L. H. Burrow, A. B. Principal Morrilton High School.
 Miss Belle East (Wynn), M. E. L. Waterloo, S. C.
 Miss Luella A. Miller, M. E. L. Arkadelphia, Ark.
 Miss Alene A. Mitchell, M. E. L. Chapel Hill, Ark.
- 1889: W. F. Hays, A. B. Attorney-at-Law, Tex.
 F. W. Miller, A. B. Deputy State Superintendent, Little Rock.
- 1890: M. Harwood (Reynolds), Ph. B. Fayetteville, Ark.
 L. Robins (Goddard), Ph. B. Morrilton, Ark.
- 1891: A. Duncan (Durham), Ph. B. Conway, Ark.
 G. C. Millar, A. B. (deceased) Professor in Hendrix College.
- 1893: C. T. Cotham, A. B. Member Arkansas Legislature.
 O. E. Goddard, Lit. B. Member of Arkansas Conference.
 J. W. House, Ph. B. Member of Arkansas Conference.
 T. O. Owen, A. B. Member of Little Rock Conference.
 J. H. Reynolds, A. B. Professor in University of Arkansas.
 C. B. Riffin, A. B. Attorney, Junction City, Ark.
 W. B. Sanders, A. B. Business, Pine Bluff, Ark.

- 1894: J. W. Cline, A. B. Missionary to China.
 B. Edmonson (Cline), Lit. B. Missionary to China.
 J. H. McCulloch, Ph. B. Physician, Indian Territory.
 J. McKiou, Ph. B. Principal Beaumont (Texas) High School.
 J. F. Townsend, A. B. Teacher, Benton, Ark.
 J. S. Willbanks, Lit. B. Member of Troy Conference.
- 1895: J. M. Hughey, A. B. Member of Arkansas Conference.
 S. J. Hunt, A. B. Attorney, Pine Bluff, Ark.
 S. McCulloch (Twitty), Ph. B. Graduate Student Vanderbilt Univ.
 M. McKinnon (McSwain), A. B. Georgetown, Tex.
 M. Vaughter, Lit. B. Teacher in Conway School
- 1896: T. E. Helm, A. B. Attorney, Little Rock, Ark.
 W. T. Martin, Lit. B. Member of Arkansas Conference.
 S. McCulloch (Twitty), Ph. M. Graduate Student Vanderbilt Univ.
 J. McCullough, A. B. Principal of Clarendon High School.
 W. E. Simpson, A. B. Principal of Springdale High School.
- 1897: H. H. Barger, A. B. Graduate Student Vanderbilt Univ.
 O. L. Dunaway, Ph. B. Principal of Prescott High School.
 J. J. Galloway, A. B. Member of Arkansas Conference.
 W. B. Hays, A. B. Member of White River Conference.
 W. E. Hogan, A. B. Professor in Hendrix College.
 A. E. Holloway, Ph. B. Member of White River Conference.
 M. House, A. B. Attorney, Little Rock, Ark.
 S. McKinnon, Ph. B. Principal of Belleville School.
- 1898: W. T. Blount, Ph. B. Principal of Dardanelle High School.
 W. R. Gantt, Ph. B. Business, Magnolia, Ark.
 C. G. Hughes, A. B. Principal of Center Point High School.
 H. B. McKenzie, A. B. Attorney, Prescott, Ark.
 S. McKinnon, A. B. Principal of Belleville High School.
 T. D. Wynn, Lit. B. Census Bureau, Washington, D. C.
- 1899: F. C. Cannon, A. B. Member of Little Rock Conference.
 O. O. Florence, Ph. B. Principal of Van Buren High School.
 J. G. Fraser, Ph. B. Member Arkansas Legislature.
 N. J. Gantt, A. B. Law Student Vanderbilt University.
 J. D. Hammons, Ph. B. Member of Little Rock Conference.
 G. Howard, (Ewing) Ph. B. Morrilton, Ark.
 F. Hutchison, A. B. Member of Little Rock Conference.
 P. E. Leigh, Ph. B. Teacher in Stuttgart Academy.
 A. H. Prince, Ph. B. Teacher, San Antonio, Tex.
 J. P. Steele, Ph. B. Principal of New Lewisville High School

- 1900: S. Anderson, A. B. President of Hendrix College.
 G. L. Bahner, Ph. B. Life Insurance, Conway, Ark.
 J. L. Bond, A. B. Principal of Arkansas City High School.
 P. H. Greeson, A. B. Student, Cincinnati.
 L. D. Howell, A. B. Business, Stamps, Ark.
 N. M. Whaley, Ph. B. Principal of Mansfield High School.
 W. U. Witt, A. B. Member of Arkansas Conference.
- 1901: N. V. Murphy, A. B. Teacher in Mena Hendrix Academy.
 C. L. O'Daniel, A. B. Principal of Marianna High School.
 W. L. Oliver, Ph. B. Member of White River Conference.
 W. N. Pittman, A. B. Teacher in Pine Bluff Schools.
 W. Steele, A. B. Student Vanderbilt University.
- 1902: J. B. Cox Little Rock, Ark.
 A. C. Curtis Little Rock, Ark.
 V. E. E. Lafferty Gurdon, Ark.
 C. W. Lester Member White River Conference.
 T. O. Summers Conway, Ark.
 E. A. Townsend Student Vanderbilt University.
 W. Townsend Teacher in Clarendon Public Schools.
 R. D. Wynn Bank Cashier, Stephens, Ark.
 S. J. T. Wynn Principal of Hendrix Stuttgart Academy.

ALUMNI ASSOCIATION.

ORGANIZATION OF 1902-1903.

President	.	.	.	.	J. M. Hughey '95.
Vice-President	.	.	.	.	W. E. Hogan '97.
Secretary	.	.	.	.	N. V. Murphy '01.
Treasurer	.	.	.	.	T. E. Helm '96.

ALUMNI PROGRAM.

Tuesday, June 17, 1903, 8:30 P. M.

Address	.	.	.	.	H. B. McKenzie '98.
Senior Prophecy	.	.	.	.	A Junior, 1904.

All graduates are urged to attend the meetings of the Alumni Association, which are held at 3 P. M. on Tuesday of Commencement week.

Every member is requested at the beginning of each session to furnish the Mirror editor with data for Personal Notes, so that the Association may be fully informed concerning the fortunes of all its members.

The President of the College will appreciate communications that will enable him properly to revise the addresses and occupations of graduates for the catalogue.

THE ACADEMY

OF HENDRIX COLLEGE.

A PREPARATORY SCHOOL
OF HIGH GRADE.

J. D. CLARY,
(Eleven years Principal of Fordyce Training School)
PRINCIPAL.

S. S. WATERS, FIRST ASSISTANT.

....., SECOND ASSISTANT.

First Term—Sept. 25-Dec. 18.

Second Term—Dec. 29-March 20.

Third Term—March 23-June 16.

STATEMENT.

At its last meeting the Board of Trustees of Hendrix College decided unanimously that the time had come to provide better advantages at Conway for students who are not prepared for collegiate classes. The establishment of the Academy in charge of the above faculty was the result. In no way will this interfere with the collegiate work of Hendrix College. Students of the Academy will be under the supervision of experienced and efficient teachers who have made this work a specialty. The course of study will admit students on its completion not only to the classes of Hendrix College, but to other high grade colleges. All who enter upon collegiate work must have the training which the academy offers. If they can not attend higher institutions this training becomes even more necessary. For this reason the work of the Academy is regarded as of very great importance.

LOCATION.

The first floor of the main building of Hendrix College will be devoted to this work. New furniture will be provided and the rooms will be specially fitted up for comfort and convenience. Conway has many advantages as a home for boys. There are no saloons,

no demoralizing local surroundings and being a school town the citizens pride themselves on its moral and educational sentiment. Parents need not fear to place their boys in Conway.

PURPOSE.

As character is more important than all other attainments it shall be our chief purpose to lead the youth intrusted to our care to "that gentleness which when it weds with manhood makes a man." We seek the patronage of all who desire for their children the highest type of character with the most thorough foundation for broad scholarship.

DISCIPLINE.

College discipline is for men. The Academy is for those who are not mature. They need guidance and control; aspirations must be awakened; zeal must be quickened; at one place there must be restraint, at another energy must be properly directed. A school may have good discipline and poor scholarship but inferior discipline can never accompany good scholarship. Our discipline will be such as will develop in boys the highest sense of honor and will enforce the requirements of the school.

Students will be subject to the rules of the school at all hours and the teachers will visit them in their rooms. Boys are forbidden to retain firearms, to make accounts with merchants, to leave town without per-

mission, or to loaf on the streets or around public places.

Students who are profane, vicious, addicted to strong drink or constant idleness, or who make themselves disagreeable to teachers will not be retained. Pupils who are gentlemanly and studious will have no trouble. Punishments wisely administered will be resorted to only when necessary to secure compliance with the purposes of the school.

Special privileges and favors may be granted to those whose deportment is above reproach and whose class standing is satisfactory.

It is our desire to give boys all the work they can do and then to help them have a good time.

ADMISSION.

Boys who seek admission should not be under fourteen years of age. They should be able to work with ease common fractions, to read well in the school readers, and to write a letter with proper attention to punctuation and the use of capitals.

COURSE OF STUDY.

The course of study as outlined is given below. Changes or additions may be made when circumstances require.

FIRST YEAR.

Collar & Daniell's Beginner's Latin Book.
Buehler's Modern English Grammar.

Evangeline, Lady of the Lake.
Story of the English.
Wentworth's Practical Arithmetic.

SECOND YEAR.

Practical Exercises in English.
Caesar's Gallic War; Nepos; Latin Grammar.
Arithmetic; School Algebra.
Deserted Village; The Great Debate.
Physiology; Physical Geography.
Civil Government; Roman History.

THIRD YEAR.

Cicero's Orations; The Aeneid.
Latin Prose Composition.
School Algebra; Geometry.
First Greek Book; German.
Physics.
U. S. History.
Julius Caesar; Merchant of Venice.
Masterpieces of American Literature; Rhetoric.

All students will need Webster's Academic Dictionary and a good atlas. Special classes in spelling and penmanship will be conducted without extra charge. A careful list of books for collateral reading in each class will be announced.

PRIZES.

The following prizes are announced in the Academy: Scholarship Prize, for the best general scholarship. Declamation Prize, for the best declamation. Essay Prize, for the best essay.

RECREATION.

The large and beautiful campus gives ample room for all outdoor sports. The faculty will encourage proper athletic events. Class day exercises, a field day for outdoor sports and occasional holidays will be pleasant diversions.

BOARD AND EXPENSE.

Students may find homes in the dormitories on the grounds or in approved homes in the town where they have the oversight of Christian families. Board at Tabor Hall, including room rent, lights, fuel, furniture and laundry for the school year will cost from \$90 to \$140 according to kind of furniture. Tuition in the Academy is \$14 per term (three terms per year). Board in private families will cost from \$9 to \$12 per month. The entire expense for the year including library fees and books may be brought within \$140 at the dormitory and need not exceed \$170 in private families. The tuition for term and fees are to be paid in advance.

ADVANTAGES.

1. Personal supervision by experienced teachers.
2. A cultured, moral, and healthful community.
3. Association in Y. M. C. A. and literary society with college students of high character.
4. The full equipment and large library of Hendrix College.

5. A student who is not prepared in all subjects may pursue one study in College and others in the Academy.

6. A reference library selected for academic students.

7. A high class training school under most favorable surroundings at reasonable cost.

For further information write to the President of College or Principal of Academy.

AFFILIATED ACADEMIES.

The Trustees of Hendrix College provided in their Constitution that separate academies under College control might be established. In order to insure their efficiency the following provisions were adopted:

The academy property must belong to the Board of Trustees. The principal must be nominated by the President and confirmed by the Trustees. A local board confirms the Principal's nominations of assistant teachers and exercises advisory control. Patronizing territory embracing from two to five counties is secured to each academy. The Principal of each Academy is an advisory member of the College Faculty. Students may be prepared in an academy for Freshman class in the best colleges and universities, and are permitted to enter Hendrix College on certificate without examination.

By these provisions the interest of the College and the academies and the several communities are closely united, and they may readily co-operate for mutual up-building.

It is intended that these academies shall have such equipment and be so managed that they will be very superior high schools, and thus will not interfere with the local interests of any community.

Academies have been established at Gentry, Imboden, Mena and Stuttgart. As buildings, equipment, and courses of study are substantially the same for all, they will be described below and points of difference will be mentioned in the proper place.

Buildings.—The Main Building is a very handsome and substantial two-story brick, well-lighted and ventilated study hall capable of seating 200 students at single desks; and four recitation rooms and an office, besides numerous alcoves and wardrobes.

The Principal's House is a two-story frame, containing fourteen (or eighteen) large rooms. It is well built and furnished, and is intended for the Principal and family and for the younger students.

All these buildings are planned to secure the very best results in secondary school work.

Equipment.—Each school building is furnished with the best of desks and seats. Apparatus costing about \$300 is provided for use in teaching Elementary Physics, Physiology, and Physical Geography. The Library will contain over 1000 new books selected with special reference to the needs of a secondary school.

The Course of Study begins with the higher common school branches, and embraces all subjects required for admission to the Freshman Class of Hendrix College, namely: English Grammar, Rhetoric, and Literature; Latin Grammar, Caesar, Cicero, and Vergil, Greek Grammar, and Xenophon; History of the Un-

ited States, and of Greece and Rome; Civil Government; Arithmetic, Elementary and Higher Algebra, Plane Geometry; Physics, Physiology, Physical Geography and Botany; French, German; and, in addition, Elocution, Music, and Book-keeping.

Purpose.—It is intended that each school shall be a place where boys between twelve and eighteen years old may find the best mental and moral discipline, while preparing for college. While an Academy is intended primarily for boys, yet girls are admitted on equal terms.

ORCHARD HENDRIX ACADEMY.

M. F. CROXDALE, PRINCIPAL.

(Ph. B., Scarritt Collegiate Institute.)

History.—In the fall of 1897 the authorities of the Kansas City, Pittsburg, and Gulf Railroad, offered a ten-acre campus and the proceeds of the sale of one hundred lots in Gentry (formerly called Orchard), Ark., to Hendrix College, if the people of the town would buy the lots. The land was speedily sold for \$10,000, and the money was spent in the erection and equipment of the necessary buildings.

Location.—Gentry is a thriving town of five hundred inhabitants, situated on a plateau of the Ozark Mountains, at an elevation of nearly 1400 feet above the sea level. It is the highest point on the railroad between Kansas City and the Arkansas River, and has

an excellent reputation for healthfulness. It is in the western part of Benton County, Arkansas, in the heart of the finest fruit country on the continent, and, although still a young town, is one of the largest shipping points for fruit in Northwest Arkansas. The Railroad Company has planted nearly 2000 acres in apples just outside the town, and expects to make its orchard the largest in the world. This country is rapidly settling up with a thrifty class of farmers who easily make a living on a ten or twenty acre fruit farm.

Campus.—About one mile east of the business block, on a beautiful elevation overlooking the town and in full view of the railroad, is the fifteen-acre campus. One-third is covered with a fine native growth of trees, and the rest is a bearing apple orchard, which will be preserved for the benefit of the Principal.

Opening.—The Fall Term will begin September 1, 1903.

Expenses.—Tuition and fees cost from \$21.50 to \$41.50 a session of forty weeks. Board in the Principal's Home will cost \$11 a month, and in private families may be had for \$7. Other expenses are very reasonable.

Information.—A circular giving fuller information may be had by writing to the Principal, Gentry, Ark.

SLOAN HENDRIX ACADEMY.

———, PRINCIPAL.

History.—In the spring of 1898 Rev. W. M. Wilson suggested to the people of Imboden the possibility of securing one of the Hendrix academies. The town was visited by representatives of the College, and after mature deliberation plans were formed to secure property and raise funds for buildings and equipment. Capt. W. C. Sloan generously proposed to donate the campus and town lots to be sold for the purpose of providing the funds, and later gave much of the \$10,000 necessary to secure the Academy; hence the school has very appropriately been named in honor of him.

Location.—Imboden is a prosperous town of five hundred people situated on the hills overlooking the famous Spring River. It is in the northwestern part of Lawrence County on the Kansas City, Fort Scott, and Memphis Railroad. The country is noted for blue grass, wheat, and fine springs, and is considered one of the most healthful sections in N. E. Arkansas. Spring River, having its origin in the celebrated Mammoth Spring, about twenty-five miles above, is a clear, swiftly flowing stream, which adds much to the picturesque beauty of the landscape.

Campus.—In the southeastern part of the town, about one-fourth of a mile from the railroad station, at the end of the principal residence street, on a hill commanding a fine view of the town, the railroad, the

river, and the distant hills, lies the six-acre campus, partly covered with native trees.

Opening.—The Fall Term will begin September 14, 1903.

Expenses.—Tuition and fees will cost from \$18 to \$45 a session. Board in the Home, which will be managed by the Principal and wife, will cost \$10 a month, and in private families from \$6 to \$10. Other expenses will be very reasonable.

Information.—A circular giving fuller information may be had by writing to the Principal, Imboden, Ark.

MENA HENDRIX ACADEMY.

A. D. CARDEN, PRINCIPAL.

(University of the South.)

History.—The management of the Orchard Academy proved to be so satisfactory that the Arkansas Townsite Co., made to the people of Mena and to Hendrix College a proposition that has resulted in the sale of over \$10,000 worth of property donated by the Townsite Company. The proceeds have been invested in buildings similar to the Orchard buildings (except that the main building is of pressed brick) and other equipment.

Location.—Mena is located in Polk County in Western Arkansas, on a plateau nearly 1400 feet above the sea. It is the highest town between the Arkansas River and the Gulf, and is the half-way division be-

tween Kansas City and Port Arthur on the great Kansas City Southern Railway. Although it is less than seven years old, Mena has had a marvelous growth, and now has a population of more than 6000. Its business is large, the growth has been substantial, and everything points to continued progress. Churches of nearly all denominations have been erected; a public school house and a new court house have been built; two parks have been laid out and beautified and city water works will soon be in operation. The altitude guarantees health. The vast forest and mineral resources and the possibilities for fruit growing make Mena very attractive to men of enterprise. The Academy will furnish the higher educational facilities needed.

Campus.—About a quarter of a mile northeast of the court house on a hill 150 feet above the town is the campus of ten acres donated by the Townsite Company. A good driveway leads to the top of the hill, where the buildings stand in the midst of a state-ly grove. From this the outlook over mountain and valley is truly inspiring.

Opening.—The Fall Term will begin September 1, 1903.

Expenses.—Tuition fees will cost from \$21 to \$51 a session. Board in the Principal's Home will cost \$12 a month and in private families from \$8 to \$12. Other expenses will be made quite reasonable.

Information.—A circular giving full information may be had by writing the Principal, Mena, Ark.

STUTTGART HENDRIX ACADEMY.

——, PRINCIPAL.

History.—During the early days of Stuttgart its enterprising citizens appreciating the value of higher education, secured property, built a good house, and undertook to establish and maintain a college. Unfortunately the first year a debt was incurred and troublesome litigation followed. In spite of difficulties a good school was kept up, although the management changed from time to time. In 1892 litigation terminated and the property was bought by Mr. J. I. Porter, who immediately proposed to turn it over to Hendrix College for an academy. Mr. Porter and other citizens of Stuttgart with commendable zeal raised \$5,000 for additional buildings and equipment and their tender of the property and subscription has been accepted by the College.

Location.—Stuttgart is a live, progressive town of sixteen hundred population on the highest point in Grand Prairie. It is in the northern part of Arkansas County on the St. Louis Southwestern Railway at its junction with the Stuttgart and Arkansas Branch. The county is celebrated for hay, stock, small grain, and vegetables. It is rapidly filling up with prosperous, progressive farmers. A telephone exchange, electric light plant, water works, good public school, and ten churches indicate the enterprise and public spirit of the people. There is no saloon in town or

county. The altitude, the distance from swamps, the exhilarating prairie breezes, and the pure water from deep wells make Stuttgart the most healthful location in Eastern Arkansas.

Campus and Buildings.—In the southern part of town at the end of two principal residence streets on the beautiful, gently rolling prairie is situated the ten acre campus. The buildings are all frame, but are very substantial. The main building is three stories high and contains the study hall, six large well lighted and ventilated recitation rooms, and a commodious third story which may be fitted up for a gymnasium and laboratory.

The two-story dormitory contains, besides dining room and family apartments, ten rooms arranged in suites so that some are used for study and others for sleeping. Three four-room cottages offer variety and provide facilities for boarding clubs.

Opening.—The fall Term will begin September 21, 1903.

Expense.—Tuition and fees will cost from \$18 to \$45 a session. Board in the dormitory and in private families will range from \$10 to \$12 a month. Other expenses will be moderate.

Information.—Fuller information may be had by addressing the Principal.

ACCREDITED SCHOOLS.

Believing that secondary schools may be stimulated by public recognition of their work, Hendrix College will publish in its annual catalogue a list of all schools which meet the requirements for admission to college classes. The following plan has been adopted to secure a proper understanding between the College and the schools that seek to be accredited.

1. Any school desiring recognition shall before the first of February (earlier if convenient), through its principal or secretary, apply to the President of the College, asking for an inspection of its work and stating in the application the number of teachers and the course of study in its high school department.

2. As soon thereafter as possible the College will, at its own expense, send a member of the Faculty to inspect the school and report on its course of study and methods.

3. If the report is satisfactory, the school will be placed on the Accredited list in the College catalogue for the ensuing year.

4. Yearly thereafter the school will be expected, before the first of February to report on blanks furnished by the College any changes in faculty, manage-

ment, or course of study, and to give other information desired.

5. The school will be kept on the Accredited List without further visitation, unless the changes indicate the need of another inspection, but whenever practicable representatives of the College will visit the school.

6. If a school cannot prepare students for college in certain subjects, but does satisfactory work in others, it shall be accredited for those that may be approved.

7. Students who bring certificates from Accredited Schools will, without examination, be permitted to enter classes for which the work indicated in their certificates has prepared them.

8. If a student received on certificate fails, after a reasonable time, to sustain himself in the College classes, his right to membership in the classes without examination will be withdrawn, and the schools from which he came will be notified of his deficiencies.

9. If several students from the same school show serious lack of training the school may be dropped from the Accredited list until there are changes in its methods or management.

Suggestions.—Examination of the admission requirements found in the college catalogue will indicate the work that must be done in the secondary school to

secure recognition. To avoid an unfavorable report, the principal of a school should be sure that his work will bear close inspection before he calls for visitation.

Usually arrangements can be made with the College representative to deliver educational addresses to the school and community at the time of his visit. While the College does not offer "university extension" courses, yet, as far as practicable, it will furnish lectures on special subjects whenever desired.

High school and academy principals are cordially invited to correspond with the College Faculty on questions of mutual interest.

Schools Not Accredited.—Certificates from schools not accredited may be accepted in lieu of examinations, but students coming from such schools cannot be so fully assured of the value of their certificates, and the schools fail to secure that public recognition to which an accredited school is entitled.

LIST OF ACCREDITED SCHOOLS.

Amity High School, Amity, Ark.

SAMUEL M. SAMSON, PRINCIPAL.

For admission to Freshman English, History, Latin, Mathematics and Science.

Clarendon High School, Clarendon, Ark.

J. MCCULLOUGH, PRINCIPAL.

For admission to Freshman English, History, and Science, and to Sub-Freshman Latin and Mathematics.

Fort Smith High School, Fort Smith, Ark.

B. T. TORREYSON, SUPERINTENDENT.

For admission to Sophomore German, History, Mathematics, and Science, and to Freshman, English, French, Greek, and Latin.

Jonesboro Training School, Jonesboro, Ark.

F. R. ALEXANDER, PRINCIPAL.

For admission to Sophomore Greek and Mathematics, and to Freshman English, German, History, Latin, and Science.

Pine Bluff High School, Pine Bluff, Ark.

J. H. WITHERSPOON, PRINCIPAL.

For admission to Freshman English, Greek, History, Latin, and Science.

Van Buren High School, Van Buren, Ark.

O. O. FLORENCE, PRINCIPAL.

For admission to Freshman History, Mathematics, and English, and to Sub-Freshman Latin.

NOTE.—Several other schools applied for visitation, but on account of prior engagements of the President they could not be visited at the proper time. It is hoped that all that desire to be accredited will apply early next fall so that there may be ample time to arrange for visitation.

INDEX.

Academy, Gentry.....	84	Gymnasium.....	53
Academy, Imboden.....	86	History Courses.....	24
Academy, Mena.....	87	History of College.....	3
Academy, Stuttgart.....	89	Instructors.....	55
Accredited Schools.....	91	Janitors.....	56
Admission Examinations.....	13	Journal.....	52
Admission Requirements.....	12	Laboratory.....	50
Affiliated Academies.....	82	Land.....	60
Alumni Association.....	74	Latin Courses.....	26
Athletics.....	53	Lectures.....	54
Bachelor's Degrees.....	37	Librarians.....	56
Beneficiaries.....	46	Library.....	48
Boarding.....	46, 48	Lights.....	44
Board of Trustees.....	8	Literary Societies.....	52
Buildings.....	59	Location.....	58
Calendar.....	2	Manual, Student's.....	43
Campus.....	59	Master's Degree.....	39
Central Baptist College.....	58	Mathematical Courses.....	28
Central Collegiate Institute.....	3	Mena Academy.....	87
Certificates.....	35	Mirror, The.....	52
Change of Name.....	4	Museum.....	50
Choice of a College.....	62	Natural Science Courses.....	29
Colleges, Other.....	36	New Students.....	60
Committees of Board.....	9	Officers of Board.....	9
Control.....	7	Orations, Senior.....	38
Counties.....	70	Orchard Academy.....	84
Courses of Instruction.....	17	Outline of Courses.....	18
Declamations.....	41	Ownership.....	7
Degrees.....	35	Parents.....	61
Departments.....	17	Philosophy Courses.....	32
Discipline.....	42	Political Science Courses.....	33
Dormitories.....	46	Preparatory Department.....	75
Educational Courses.....	18	Prizes.....	57
English Courses.....	19	Proctor.....	47, 56
Entrance Examinations.....	13	Purpose of College.....	5
Entrance Requirements.....	12	Reading Room.....	48
Essays.....	41	Recitations.....	40
Examinations.....	13, 40	Register of Students.....	63
Expenses.....	44	Reports.....	40
Faculty.....	10	Scholarships for Academies.....	57
Fees.....	44	Scholarships for Instructors.....	55
Free Tuition.....	46	Sloan Academy.....	86
French Courses.....	21	Stuttgart Academy.....	89
Furniture.....	47	Tabor Hall.....	46
Galloway Female College.....	3	Teachers.....	60
German Courses.....	22	Theses, Senior.....	38
Government.....	42	Time of Opening.....	61
Grades.....	38, 40	Trustees.....	8
Graduates.....	71	Women, Admission of.....	48
Greek Courses.....	23	Young Men's Christian Ass'n.....	53

Galloway Female College

And Conservatory of Music

¶ The property of the Three Annual
Conferences in Arkansas.

¶ Handsome, commodious, well equipped
building.

¶ Our teachers are specialists from the
best schools of America and Europe.

¶ An ideal Christian Home.

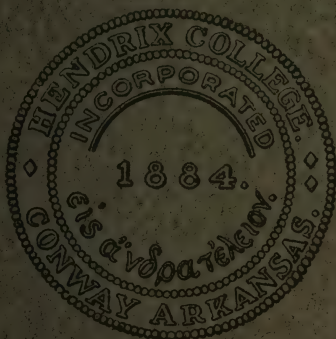
Situated at Searcy, Ark.

C. C. Godden, Pres.

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CATALOGUE HENDRIX COLLEGE AND ACADEMY

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REGISTER FOR 1903-1904

ANNOUNCEMENTS FOR 1904-1905.

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Twenty-First
Annual Catalogue

of

HENDRIX COLLEGE

CONWAY, ARKANSAS

Register for 1903-1904

Announcements for 1904-1905

1904 :

PRESS OF CONWAY PRINTING COMPANY
CONWAY, ARKANSAS

COLLEGE CALENDAR 1904-05.

1904.

Sept. 21.....	First Term begins.
Sept. 21-24.....	Entrance Examinations.
Oct. 2.....	Opening Sermon.
Oct. 3.....	Y. M. C. A. Reception.
Nov. 1.....	Subjects for Senior Theses selected.
Nov. 24.....	Thanksgiving Holiday.
Dec. 12-17.....	Examinations.
Dec. 19.....	Winter Recess begins.
Dec. 29.....	Second Term begins.

1905.

Feb. 22.....	Joint Session of Literary Societies.
March 19-24.....	Examinations.
March 24.....	Third Term begins.
May 1.....	Field Day.
May 1.....	Senior Theses submitted.
June 4-9.....	Examinations.
June 10.....	Commencement Sermons.
June 11-14.....	Contests and Anniversaries.
June 11.....	Annual Meeting of Trustees.
June 14.....	Commencement Day.

HISTORY.

In 1883 the Arkansas Conference of the Methodist Episcopal Church, South, realizing the importance and the necessity of an institution of the highest collegiate grade, authorized its Centenary Committee to establish a College for men. The committee met at Altus, June 10, 1884, and purchased, subject to Conference ratification, the Central Collegiate Institute, from its owner, Rev. I. L. Burrow. This action was ratified at the ensuing session of the Conference. During the same year the Little Rock Conference became a joint owner, and in 1886 the White River Conference entered the alliance. In this way the interest and strength of the Church in Arkansas were concentrated upon one College, with the purpose of making it an institution worthy of the name.

As there was no college for girls, Central Collegiate Institute for five years admitted both sexes on equal terms. When, in 1889, Galloway Female College was opened, the Trustees of the Central Collegiate Institute decided that, while women should not be excluded, the institution should be primarily for young men; and that, on account of the work done and by virtue of its relation to lower schools, it should be a college. Accordingly, the name was changed to Hendrix College, in honor of Bishop Hendrix.

For several years the conviction had been growing in the minds of those who were in a position to understand the situation, that permanent success could be attained only in a stronger community, more centrally located. Hence, at their sessions in 1889, the question of location was considered by the three Conferences, and, by concurrent resolutions, the whole matter was referred to the College Trustees, for final settlement. January 1, 1890, the trustees, having met at Little Rock, after a full hearing of both sides, and after careful investigation of the claims of Altus, decided to receive propositions from towns desiring the College. March 19, 1890, at Little Rock, the Trustees received and considered propositions from seven towns; and, in consideration of centrality, a bonus of \$55,000, and other advantages, located the College at Conway. The property at Altus was sold, the College was transplanted, and in its new location has continued with increased vigor its important work.

OWNERSHIP AND CONTROL.

Hendrix College is owned by the Arkansas, Little Rock, and White River Conferences of the Methodist Episcopal Church, South, and is controlled through a Board of Trustees composed of eighteen members, six three clerical and three lay) from each Conference, appointed in such a manner that the term of two members shall expire at the end of every Conference year. The property belongs in fee simple to the Church, and by concurrent resolution of the Conferences, the Trustees are forbidden to contract any debt or which the College property shall be liable. Thus after the present debt has been extinguished, the property will be absolutely safe. As the usefulness of the College may be greatly multiplied by liberal endowment and larger equipment, the friends of Christian education are urged to place more abundant means in the hands of the Trustees.

PURPOSE.

Hendrix College, founded and maintained by a Christian Church, is intended to be in the highest sense a Christian institution. While the College is denominational, it is not sectarian. Its doors are open to all who are earnestly seeking the truth. Believing that there is the deepest harmony between religion and learning, it encourages the freest investigation. Believing also that character is the essential thing in the formation of manhood, it seeks to have its students fashion their lives according to the spirit and example of the Great Teacher. It is not a professional school and does not seek to prepare men for this or that profession. Its aim is to give men larger views of life and to qualify them for better service to society, whatever industry they may engage in or whatever profession they may adopt. Its highest ambition is to aid in making men who will help to raise the standard of civic and social life.

BOARD OF TRUSTEES.

REPRESENTATIVES OF THE ARKANSAS CONFERENCE.

TERM EXPIRES

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H. F. ROGERS, Fort Smith.....	1905
REV. F. S. H. JOHNSTON, Bentonville.....	1905
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REV. O. E. GODDARD, Morrilton.....	1906

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J. W. BROWN, M. D., Camden.....	1905
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REV. W. B. HAYS, Batesville.....	1905
M. L. JEFFERIES, Clarendon.....	1906
REV. M. M. SMITH, Jonesboro.....	1906

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AUDITING.

J. M. Hughey, P. D. English.

FACULTY FOR 1904-05.

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(Hendrix College.)

PRESIDENT AND PROFESSOR OF PHILOSOPHY.

WALTER EDWIN HOGAN, A. B.,

(Hendrix College.)

PROFESSOR OF MATHEMATICS AND GERMAN.

GEORGE HUTCHINSON BURR, A. M.,

(Central College.)

PROFESSOR OF NATURAL SCIENCE.

DAVID YANCEY THOMAS, PH. D.,

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PROFESSOR OF HISTORY AND POLITICAL SCIENCE.

TO BE SUPPLIED.

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SAMUEL SPILLMAN WATERS,

(McTyeire Institute.)

DJUNCT PROFESSOR OF LATIN AND GREEK AND TEACHER
IN THE ACADEMY.

WILLIAM TELL MARTIN, LIT. B.,

(Hendrix College.)

DJUNCT PROFESSOR OF ENGLISH, MANAGER OF TABOR HALL
AND TEACHER IN THE ACADEMY.

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SECRETARY.....	W. E. HOGAN
LIBRARIAN.....	D. Y. THOMAS
SENIOR ASSISTANT LIBRARIAN.....	
JUNIOR ASSISTANT LIBRARIAN.....	

COMMITTEES OF THE FACULTY.

SCHEDULE.

Professors Thomas, Hogan and Clary.

LIBRARY.

President Anderson and Professor Thomas.

ATHLETICS.

Professors Green and Martin.

PUBLICATIONS.

Professors Burr, Hogan and Thomas.

In Memory

of

George Washington Hill

Born December 26, 1850

Sometime Trustee and Financial Agent

of Hendrix College

Professor of Latin and Greek

1902-1904

or S

Died March 19, 1904

ENTRANCE REQUIREMENTS.

Character.—Only students of good moral character are admitted. Certificates or recommendations from former teachers and from ministers or others who are well known in their respective communities should be presented.

Scholarship.—The preparation of students who seek admission to the Freshman class will be ascertained in the following manner:

1. A student who brings a certificate from the principal of an accredited school will be permitted without examination, to enter classes for which his certificate shows he is prepared. If at the end of one month he has failed to sustain himself, he will be conditioned and may be required to make up deficiencies.

2. If a student does not present a certificate and has not been previously examined, he will be examined by the College on Wednesday and Thursday at the opening of the Fall Term. Examinations begin at 10 A. M., September 21.

Subjects.—All candidates for admission are examined in English, History, Latin, Mathematics and elementary Science. Examinations in Greek, French, German, and elementary Sciences are offered to students.

dents who expect to take courses requiring them. The amount and kind of work and the time which should be given in an academy to each subject to prepare for Freshman class, are indicated in the following outline:

1. English.—Candidates for admission to the Freshman Class in English are expected to show a knowledge of English grammar, some proficiency in English composition, and an acquaintance with English Literature such as may be obtained from a careful study and reading of the books given in the list below.

Grammar.—Buehler's, Meikeljohn's, Longman's, Allen's, and Kittredge & Arnold's grammars are recommended. Too much stress cannot be given to this work in the secondary schools of the State.

Composition.—Ability to write clear and correct English is expected of all students who present themselves for admission to the Freshman class in English. The proper preparation of this work includes constant practice in writing, based upon some elementary text-book in composition and rhetoric. Carpenter's Elements of Rhetoric and English Composition, or Hill's Foundations of English is recommended. Students whose work is seriously defective in spelling, grammar, punctuation, sentence structure, or division into paragraphs will be required to enter one of the preparatory classes in English.

Literature.—Two lists of books are given, one for Study and Practice, the other for General Reading. The examination on the books for Study and Practice pre-supposes the thorough study of the books named, and will be upon subject matter, form and structure. The books required for General Reading are to be read out of class. The candidate will be expected to show a general knowledge of the subject matter, and to answer simple questions on the lives of the authors.

The following are the books for 1904 and 1905. Equivalents will be accepted.

A. For Study and Practice: Shakespeare's *Macbeth*; Milton's *Lycidas*, *Comus*, *L'Allegro* and *Il Penseroso*; Burke's *Speech on Conciliation with America*; Macaulay's *Essays on Milton and Addison*.

B. For General Reading 1903 and 1904: Addison's *Sir Roger de Coverley Papers*; Carlyle's *Essay on Burns*; Coleridge's *Ancient Mariner*; Goldsmith's *Vicar of Wakefield*; Lowell's *Vision of Sir Launfal*; Scott's *Ivanhoe*; Shakespeare's *Merchant of Venice*; Shakespeare's *Julius Caesar*; Tennyson's *Princess*.

To prepare thoroughly for Freshman class, students in high schools and academies, after doing elementary work in English, should spend at least three years on the work outlined above.

2. History.—United States. McLaughlin, Montgomery, or Eggleston will serve to suggest the amount of preparation.

Civil Government.—Some work like McCleary, or Townsend should be completed. Both state and national governments should be studied.

General History.—A General History, such as West, Meyers, or Fisher, should be mastered; or a Greek History, like Meyers, or Botsford, and a Roman History, like Meyers and Allen; or a History of England, like Montgomery's, may be substituted for Greek History.

In the high school one year should be given to United States History; five months to civil government; and one year to General History, or to Roman History and Greek or English.

A fair knowledge of both ancient and modern geography is presumed and may be tested in history examination.

3. Latin.—Caesar, four books; Cicero, four orations against Catiline; Virgil, four books, including Latin metre and versi

ification; Latin Composition; Roman Mythology; translation into Latin of simple sentences and of connected English prose based on Caesar and Cicero.

In the high school, forms and rules should be thoroughly learned, and, in connection with both reading and prose, Latin Syntax should be carefully studied. Special attention should be paid to the etymology of English words derived from Latin roots and to the acquisition of as large a vocabulary as possible. The quality of the work rather than the amount read is the desideratum. In the high school three or four years should be given to this work.

4. Mathematics.—Arithmetic, Wentworth's Grammar School or its equivalent.

Algebra.—Factoring, L. C. M., G. C. D., Fractions, Simultaneous Equations, Involution, Evolution, and Quadratics.

Geometry.—All of Plane Geometry; ability to demonstrate theorems and to do original work.

In an academy or high school, such a book as Wentworth's Grammar School Arithmetic should be mastered; some high school Algebra, such as Milne or Wentworth, should be completed; Plane Geometry, such as Wentworth, should be completed.

5. Physics, Physiology, Physical Geography.—Any of these three subjects may be offered for entrance. In the high school six months to a year should be given to each subject, much of the time being devoted to experimentation. Such texts as Gage's Elementary Physics, Martin's Human Body (Briefer Course), or Hutchinson's Elementary Physiology, and Davis's Physical Geography should be used.

6. Greek.—First Greek Book (White, or its equivalent); Anabasis, about one book; Prose Composition (Pearson) based on the Anabasis read.

In the high school about fifteen or eighteen months should be given to Greek. The student should be well versed in

Greek inflections and Syntax and be able to translate with ease into Greek easy prose on Xenophon, or such as is found in Collar and Daniel's Beginner's Greek Composition.

7. French.—Thorough knowledge of the forms, familiarity with the principles of syntax, ability to translate easy English prose into French, and the reading of 300 or 400 pages of easy prose, are required.

8. German.—Thorough knowledge of the forms, familiarity with the principles of syntax, ability to translate easy English prose into German, and the reading of 150 or 200 pages of easy prose, are required.

High school students may prepare in French or German in one year if they are mature and well advanced in other subjects, otherwise two years will be necessary.

Advanced students from reputable colleges are received on certificate and allowed such credit as their previous work may justify, but unsatisfactory class-work may lead to the withdrawal of credit and to the requirement of examinations. Certificates should give detailed statements of subjects studied, time spent, amount of work, and final standing in each.

DEPARTMENTS AND COURSES OF INSTRUCTION.

The work of the College is divided among the following Departments: English, French, German, Greek, History, Latin, Mathematics, Natural Science, Philosophy, and Political Science.

Usually a subject to which one recitation a week is given throughout the year has a value of one; or three recitations a week for one term give a subject a value of one. Unless it is otherwise stated, courses should be pursued in the order in which they are placed in the outline. In making up electives any course which is complete in itself may be counted, subject to conditions named in the course. Alternative courses are offered in such a manner that students by proper selection may pursue both courses. The requirements for a degree are given after the outline of the courses. The figures in parentheses indicate the number of hours a week given to the recitations of the respective classes.

Each student is required to take work amounting to not less than twelve hours a week, and is not allowed to take more than eighteen. A variation from maximum or minimum requirements will be allowed by the Faculty only on presentation of a written statement

detailing the work and condition of the applicant. Permission thus given may be withdrawn if the results are not satisfactory.

OUTLINE OF COURSES.

ENGLISH.

PROFESSOR GREEN.

1. Rhetoric.—The theory of rhetoric, with practical exercises illustrating and applying the principles of the text. Practical skill in writing is gained from the preparation of weekly themes and fortnightly essays. Text-book, New-comer's Elements of Rhetoric. For Freshmen. (2.) Throughout the year.

2. Introduction to English Poetry.—This course aims to acquaint students with the elements of poetic form, and to help them to an intelligent interest in poetry. The spiritual or deeper meaning in poetry is emphasized. Text-book, Pancoast's Standard English Poems. For Freshmen. (1.) Throughout the year.

Parallel reading for Freshmen: Carlyle's Heroes and Hero Worship; De Quincey's Confessions of an English Opium-Eater; Ruskin's Sesame and Lilies; Dicken's Old Curiosity Shop; and Thackeray's Vanity Fair.

3. a. English Composition. Advanced Course.—Narration, description, and exposition. A study of principles and models. A theme each week, and six essays during the term. Text-books: Fletcher & Carpenter's Introduction to Theme Writing; Brewster's Specimens of Narration; Bald-

win's Specimens of Prose Description; and Lamont's Specimens of Exposition. For Sophomores. (3.) First term.

b. Principles of Literary Criticism.—The purpose of this course is two-fold: (1) To cultivate in students a critical appreciation of literary beauty; and (2) to help them to discover facts for a science of literary criticism. The course will be particularly helpful to those who expect to make a special study of literature, and serves as an introduction to courses 3 a, 4 b, 4 c, and 5 c. Winchester's Principles of Literary Criticism is used as a basis of work. Collateral reading will be assigned. For Sophomores. (3.) Second term.

c. Chaucer and Milton.—Reading and the study of the Prologue and selections from the Canterbury Tales, and parts of Paradise Lost. Text-books: Corson's Selections from the Canterbury Tales; Rouse's edition of Paradise Lost (Macmillan). Parallel reading in these authors will be assigned. For Sophomores. (3.) Third term.

4. a. Argumentation. Advanced course.—A critical study of the principles of argumentation, with preparation of briefs and argumentative essays. Text-book, Baker's Principles of Argumentation. For Juniors and Seniors. (3.) First term.

b. Shakespeare.—Four or five plays are read and discussed in class and about twice as many are assigned as parallel reading. The plays are so selected as to illustrate the author's range and the variations of his art in the successive periods of his life. Constant reference is made to the critical works of Moulton, Dowden, Corson, and Snider. Papers by the class. The Arden edition of Shakespeare is used. For Juniors and Seniors. (3.) Second term.

c. The Romantic Movement of the Eighteenth Century.—A study of English poetry from about 1760 to 1830. Read-

ing and interpretation of representative poems of Burns, Wordsworth, Coleridge, Byron, Shelley, and Keats. Lectures on the cause and significance of the Romantic Movement in literature. Papers by the class on work suggested by the course. Any complete edition of the poets studied may be used as texts. Parallel reading will be assigned. For Juniors and Seniors. (3.) Third term.

5. a. Anglo-Saxon.—Grammar, and reading of sections from Anglo-Saxon prose and poetry. Text-book: Cook's First Book in Old English; Bright's Anglo-Saxon Reader. For Juniors and Seniors. (3.) First term.

b. Prose Writers of the Nineteenth Century.—Special attention is given to the writings of De Quincey, Macaulay, Thackeray, Carlyle, Ruskin, and Newman. Selected essays from these authors are read, and considered both in reference to their substance (the topics treated and the light they throw upon contemporaneous history) and to their style. Clark's Study of English Prose Writers is used as a basis of work. Papers by the class. Parallel reading will be assigned. For Seniors and Juniors. (3.) Second term.

c. English Literature of the Victorian Age.—Tennyson, Browning, and Matthew Arnold. Representative poems of these authors are read and discussed in class. Lectures on the principal movements in literature during this period. Parallel reading will be assigned. Text-books: Corson's Introduction to Browning, and any good edition of Tennyson and Matthew Arnold. For Seniors and Juniors. (3.) Third term.

FRENCH.

PROFESSOR GREEN.

1. Grammar (Fraser & Squair), including all the forms and the principal irregular verbs. Reading of about two hundred pages of easy prose. Pronunciation, composition, and sight reading. This course, or its equivalent, is required for admission to the Freshman class, unless German or Greek is offered instead. When taken as a college elective it has a value of three. (4.) Throughout the year.

2. Careful reading, in class, of the best productions of classics and modern writers, such as Corneille, Moliere, Racine, Dumas, Hugo, Balzac, Lamartine, Vigny, Gautier. Parallel reading, sight-reading, and composition. The authors and books read are varied from year to year. (3.) Throughout the year.

3. Extensive reading of the larger and more difficult works of the best authors. Study of French Literature. Writing of essays and critiques in French and English. Parallel reading will be assigned. (3.) Throughout the year.

GERMAN.

PROFESSOR HOGAN.

1. Grammar (Joynes-Meissner), Part I. Reading of about one hundred and fifty pages of easy prose. Composition and sight-reading. This course, or its equivalent, is required for admission to the Freshman class, unless Greek or French is offered instead. When taken as a college elective it has a value of three. (4.) Throughout the year.

2. Careful reading, in class, of the best authors, such as Goethe, Schiller, Lessing, Freytag, Heine. Parallel read-

ing, sight-reading, grammar, and composition. The authors and books read are varied from year to year. (3.) Throughout the year.

3. Extensive reading of the larger and more difficult works of the best authors. Study of German Literature. Writing of essays and critiques in German and English. (3.) Throughout the year.

GREEK.

1. Xenophon, Anabasis; Homer, Iliad or Odyssey; Prose Composition; Grecian Mythology. As the main object of this year's work is to train students in the reading of Greek, much attention is given to grammatical forms and constructions, and to the acquisition of a good Greek vocabulary; sight translation is constantly practiced. Some collateral reading, especially in connection with the study of Homer, is required. (3.) Throughout the year.

2. Lysias, Plato, and Euripides or Sophocles; collateral reading in English. This course is made the basis for a general study of oratory, philosophy, and the drama as developed among the Greeks. Particular attention will be given to the life, character, and teachings of Socrates, and to the social and political condition of Athens. (3.) Throughout the year.

The following courses are offered for the benefit of those who may wish to pursue the study of Greek beyond the third year. They will be given in alternate years so that students who so desire may take both years' work.

3. a. Homer, selected books of the Odyssey. For rapid reading. (2.) First term.

b. Euripides and Sophocles, selected plays. (2.) Second and third terms.

c. In harmony with the above courses optional work will be offered on the Homeric Question, and the Origin and Development of the Greek Drama. Instruction will be by lecture, and students will be given themes for investigation.

4. a. Demosthenes or Aeschines. (2.) First term.

b. Plato, selected portions. (2.) Second term.

c. Aeschylus, Agamemon. Introduction to text criticism. (2.) Third term.

5. History of Greek Literature, with lectures on its relation to the political and social life of the people. Themes for investigation by students. Optional. (1.)

HISTORY.

PROFESSOR THOMAS.

1. Mediaeval and Modern Europe.—Dissolution of the Empire; influence of the Church in reorganizing society; Monasticism; growth of the Papacy and its struggle with the Holy Roman Empire; Feudalism; the Crusades; absolutism and the rise of national states; period of discovery and colonization; rise of Universities; the Renaissance in literature and art; the Reformation and religious wars; the struggle for religious and political liberty in England. Text-book: Robinson's History of Western Europe, with supplementary lectures and collateral reading. Required of Freshmen. (2.) Throughout the year.

2. The French Revolution and Europe in the Nineteenth Century.—Careful study of the social and financial condition of France before the Revolution; public agitation; progress of the Revolution; the work of Napoleon; development of national consciousness in the European states; fall of Napoleon and the reactionary Congress of Vienna; Revolutions of 1830, 1848, and 1870; unification of Italy and Germany; democracy in England; the Eastern Question; partition of Africa. Instruction as in the preceding course. Text-books: Mathews' French Revolution and Mueller's Political History of Recent Times. For Sophomores. (2.) Throughout the year.

3. a. Political and Constitutional History of the United States: The Colonies to 1774.—This subject will be studied mainly from the institutional point of view. Contrasts between the corporate and proprietary colonies in their planting and later development; local self-government; the machinery and policy of imperial control; change to royal provinces; imperial taxation and revolt. Text-book with supplementary lectures and frequent references to Doyle, McCrady, Bancroft, Egerton, Ashley, and others. For Juniors or Seniors. (3.) First term.

b. The Revolution and the Union to 1829.—First efforts at Union; the Continental Congresses and the Confederation; formation and adoption of the Constitution; domestic and foreign affairs; division into national and States-rights parties; first expansion; war of 1812; readjustment; Missouri Compromise. Library work and lectures. For Juniors or Seniors. (3.) First term.

c. The United States From 1829 to 1900.—Democracy and the rising power of the West; tariff and nullification; destruction of the national bank, and wildcat banking; territorial acquisitions and their organization; slavery and the

struggle in Kansas; secession; emancipation and enfranchisement of the negro; carpet-bag rule; Reconstruction and its undoing; tariff and financial legislation; war with Spain and its results. Text-book with supplementary lectures and collateral reading, also topics for investigation.

Course 3 will be offered in 1904-05.

4. a. Political and Constitutional History of England: Early England to Magna Charta.—This course will deal with the union of the petty kingdoms and the foundation of the nation, the Norman Conquest, the introduction of feudalism, and the struggle of the barons with King John. For Juniors or Seniors. (3.) First term.

b. England From Magna Charta to the Revolution of 1688.—Special attention will be given to the decay of feudalism and the growth of the power of the kings, to the judiciary, the rise of Parliament, and the struggle for religious and political liberty. For Juniors or Seniors. (3.) Second term.

c. England Since the Revolution of 1688.—The rise of parties, increasing power of Parliament, growth of the Cabinet, democratization of the nation, triumph of Parliamentary government; imperial expansion; social legislation. Text-book with supplementary lectures and frequent references to Green, Stubbs, Hallam, Gneist, Dicey, and Anson. Topics for investigation and discussion in class. For Juniors or Seniors. (3.) Third term.

To be offered in 1905-06.

LATIN.

1. a. Livy, selected books; History of Roman Literature. For Freshmen. (3.) First term.

b. Pliny or Cicero, selected letters. Pliny's letters are studied for the purity of style and language, and for the light they shed upon contemporary history, society, and literature. Those of Cicero are of surpassing interest for the view given of the private life of their author. For Freshmen. (3.) Second term.

c. Horace, Satires and Epistles. The Satires are studied for the light they throw on Roman social life and character in the time of Horace, and as illustrating a characteristic, as well as the most original, type of Latin poetry. For Freshmen. (3.) Third term.

2. a. Horace or Catullus, Carmina. These are studied chiefly from a literary point of view as illustrating the highest excellence of Roman Lyric Poetry. The metres, historical relations, and mythology also receive attention. For Sophomores. (3.) First term.

b. Tacitus, Agricola and Germania. Attention is directed to this author's style, to his methods as a philosophical historian, and to his artistic and dramatic power in analyzing human character. For Sophomores. (3.) Second term.

c. Plautus, Captivi. Informal talks on the writers of Roman comedy, and on the sources of their inspiration. For Sophomores. (3.) Third term.

Frequent exercises in Prose Composition, either taken from some book, or specially prepared from the authors read in class, will be required throughout the Freshmen and Sophomore years. Much emphasis is laid upon sight trans

lation. Collateral reading is required in all the college classes.

The following courses are elective and may be taken by either Juniors or Seniors. They will be given in alternate years, so that students who desire may take both years' work.

3. a. Cicero, Brutus de Claris Oratoribus. (2.) First term.

b. Tacitus, Annals. (2.) Second term.

c. Plautus, Pseudolus; Terence, Andria. (2.) Third term.

4. In harmony with the above, courses will be given embracing a study of Roman Oratory, Roman Antiquities, and the Origin and Development of the Roman Comedy. Instruction will be by lecture, and themes will be assigned for investigation. Optional. (1.)

5. a. Vergil and Ovid, rapid reading. (2.) First term.

b. Juvenal, Satires. (2.) Second term.

c. Plautus, Trinummus; Terence, Phormio. (2.) Third term.

6. Latin Literature.—Lectures will be given upon individual authors, with extracts from the same, and essays will be required of students on subjects to be assigned. Optional. (1.)

MATHEMATICS.

PROFESSOR HOGAN.

1. a. College Algebra (Wentworth).—Special attention is given to ratio, proportion, indeterminate equations, the

binomial theorem, convergence and divergence of series.
(3.) First term.

b. Geometry (Wentworth Revised).—The work begins with the solution of numerous original propositions in Plane Geometry, proceeds through Solid Geometry, with exercises, and closes with a brief course in Geometrical Conic Sections. For Freshmen (3.) Second term.

c. Trigonometry (Wentworth).—Plane Trigonometry completed, embraces the use of logarithmic tables, the usual applications to problems of heights, distances, etc. For Freshmen. (3.) Third term.

2. a. A rapid review of Plane Trigonometry, and completion of Spherical Trigonometry, with numerous exercises and applications to solution of spherical triangles. For Sophomores. (2.) First term.

b. Analytic Geometry (Bailey and Woods).--Construction and discussion of equations of the straight line, the circle, the conic sections. Discussion of the General Equation of the second degree. For Sophomores. (2.) Second and third terms.

3. Calculus (Osborne).—The entire year is devoted to the principles and applications of the Differential and Integral Calculus. For Juniors. (2.) Throughout the year.

4. Descriptive Geometry.—For Seniors. (2.) First and second terms.

5. Surveying —For Seniors. (2.) Third term.

Courses 3, 4, and 5 are elective and will be given only when elected by three or more students.

NATURAL SCIENCE.

PROFESSOR BURR.

1. Zoology.—This course consists of recitations and practical work in the laboratory. Some of the more common forms of animal life will be studied. Orton's Comparative Zoology and Colton's Practical Zoology. For Freshmen.

(2.) Throughout the year.

2. Botany.—This course extends throughout the year, so that field work may be done during the fall and spring terms. During the winter term the work will be confined to the study of plant Physiology. Students will be required to prepare herbariums of about seventy-five plants. Gray's School and Field Book of Botany. For Freshmen. (2.) Throughout the year.

3. Chemistry.—The aim of the course is: First, a general knowledge of chemical phenomena; second, a thorough knowledge of Theoretical Chemistry and Stoichiometry; third, a careful study of the elements and their more important compounds; fourth, methods and work in Analysis, Qualitative and Quantitative.

Theoretical Chemistry.—The work begins with a careful study of a number of chemical phenomena which are used as a basis for the deduction of a general chemical theory. Numerous problems in stoichiometry are solved. Each student is assigned a desk in the laboratory, furnished with apparatus and chemicals and it is required that every statement shall be illustrated and verified by experiment. Remsen's College Chemistry. For Sophomores. (3.) Throughout the year.

4. Qualitative Analysis.—The Junior year is devoted to study of Qualitative Analysis—four hours per week of practical work in the laboratory being required. The labor-

atory is a large, well ventilated, well lighted room, supplied with convenient working tables, vacuum filtration, hoods for noxious vapors, constant water supply, a delicate balance, and all apparatus necessary for a thorough course in Qualitative and Quantitative Analysis. Noye's qualitative Analysis. Fresenius for reference. (2.) Throughout the year.

5. Organic Chemistry.—A course in Organic Chemistry consisting of recitations, lectures and laboratory work will be offered during the Junior year. Prerequisite, Inorganic Chemistry. Perking and Kipping. (3.) Throughout the year.

6. Quantitative Analysis.—A course in volumetric and gravimetric analysis has been arranged for the accommodation of students who may desire a more extended course in chemistry. The work consists of four hours per week of laboratory work. Cairn's Quantitative Chemical Analysis. Fresenius for reference.

This course is an elective for students who have taken Inorganic Chemistry and Qualitative Analysis. (2.) Throughout the year.

7. Physics.—In the advanced course the First Term is devoted to Mechanics of both Solids and Liquids and Gases; the Second Term to Sound, Light, and Heat, and the Third to Electricity and Magnetism. A text-book on general Physics is used, but is largely supplemented by experimental demonstrations. The student is led to note the general principles of Mechanics that apply throughout, and particular attention is given to such facts and principles as can be turned to practical account. The solution of a large number of problems is required and each student must keep a note book in which he records the results of all experiments. Olmsted's College Philosophy. Prerequisites; Chemistry and

Plane Trigonometry. For Juniors. (3.) Throughout the year.

8. A more advanced course in Physics will be offered for those who have taken the subject in the Junior year and who may desire a more extended study. Electricity and Magnetism are offered for 1904-1905. Text to be announced. For Seniors. (3.) Throughout the year.

9. Astronomy.—The aim of this course is to give the student a general knowledge of mathematical, descriptive, and physical Astronomy. The course is based upon text-book work. The facts with which all educated persons are supposed to be acquainted are committed to memory; the constellations are pointed out, and an opportunity is offered for observing the sun, moon, and planets through the telescope. In the computation of the size, weight, and orbits of heavenly bodies the students meet with problems which afford a good test of their mathematical acquirements. The history and development of the science is laid before them, and their attention is invited to the process of reasoning by which the sublime generalizations of Modern Astronomy have been achieved. Prerequisites; Physics and Sophomore Mathematics. Young's General Astronomy. For Seniors. (2.) Throughout the year.

10. Physiology.—The course in Human Physiology consists of text-book recitations, and lectures, with demonstrations. The microscope is used, furnishing valuable aid in the study of the tissues. Hygiene is made a large element of the work. The study of the Human Body is supplemented throughout by a comparative study of the various orders of the animal kingdom. The course extends through the year and is open only to students who have taken the course in Sophomore Chemistry and Freshman Zoology. Martin's Human Body (Advanced Course.) For Juniors. (3.) Throughout the year.

II. a. Mineralogy.—This course is intended to make the student familiar with the more common minerals, and to enable him to recognize the rock-making species in their ordinary association as rock masses. In the laboratory much practice is given in the determination of minerals, from fifty to seventy-five minerals being submitted for determination by means of the blow-pipe. Prerequisite: Chemistry. Dana's Manual of Mineralogy and Petography. For Seniors. (3.) First term.

b.-c. Geology.—The work in Geology is given by textbook recitations, supplemented by lectures and excursions for field work. The following topics are treated: The geological forces and agencies, or the dynamics of the earth's crust; the interaction of internal heat, and atmospheric agencies; the effects of heat, frost, chemical forces, glaciers, etc., the destruction, transportation, and formation of rocks, the origin of mountains; the phenomena of earthquakes, volcanoes and geysers; and the structure of rocks and rock masses. The work is completed by a rapid review of Historical Geology. Prerequisites: Chemistry and Mineralogy. Le Conte's Elements of Geology. For Seniors. (3.) Second and third terms.

PHILOSOPHY.

PRESIDENT ANDERSON.

I. a. Psychology.—Davis' Elements of Psychology will be used as a basis for recitations. Discussions, theses, and reviews of standard writers are required. (3.) First term.

b. Logic.—Davis' Elements of Deductive and Inductive Logic will be used as a text with constant reference to other work. (3.) Second term.

c. Ethics.—The text used will be Davis' Elements

Ethics. The work of this term aims to give a thorough knowledge of the ethical doctrines of the author, then as far as practicable to acquaint the learner with other and opposing doctrines, the whole course serving to establish the student in the principles of moral truth. (3.) Third term.

Course 1 is required, and may be taken by Juniors or Seniors.

2. The Bible.—A course in the English Bible will be given. It will vary from year to year, according to the preparation and purpose of the class, and may be so arranged that students who pursue the course one year may have different work for a second course. (1.) For Juniors or Seniors. Throughout the year.

3. Christian Evidences.—Fisher's *The Grounds of Theistic and Christian Belief* may be used as the text-book, but students are required to consult such authors as Seth, Flint, McCosh, Hopkins, Robinson, Alexander, and Gregory, and to prepare papers on selected topics. For Seniors. (1.) Throughout the year.

4. Christian Missions.—Whenever three or more students desire it, this course will be given. The details will be arranged according to the preparation and purpose of the class. For Juniors or Seniors. (1.) Throughout the year.

5. a. History of Philosophy.—(1.) First term.

b. Ethical Theories.—(1.) Second term.

c. Advanced Logic.—(1.) Third term.

Courses 5, a, b, c, are Senior Electives for students who have completed 1, a, b, c. They will be given only when elected by three or more students. The details of each course will be arranged when the class is formed.

POLITICAL SCIENCE.

PROFESSOR THOMAS.

1. a-b. National and Commonwealth Governments.—A study of the principal European and American states and of the commonwealths of the United States. In the former attention will be directed mainly to such parts of the governments as are of constitutional origin; in the latter to the manner in which the commonwealths have dealt with suffrage, education, taxation, and public and private corporations. Wilson's *The State* will be used as a text, with frequent references to Burgess, Bryce, and to the texts of the constitutions. Special reports by students. Notebooks required. For Juniors or Seniors. (3.) First and second terms.

c. International Law.—Nature of international law; its historical development, especially in the nineteenth century; and the contribution of the United States to this development; the laws of peace, and of war; obligations of neutrality. Text-book with references to the standard writers and to cases. For Juniors or Seniors. (3.) Third term.
Course 1 will be offered in 1904-05.

2. a. Elements of Political Economy.—Bullock will be used as a text, with frequent references to the standard writers. Survey of the development of the more important theories. Brief topics for investigation by the students. For Juniors or Seniors. (3.) First term.

b. Public Finance.—Economics of the state; direct taxation; systems of taxation in American States and cities; property, income, corporation, land, and inheritance taxes and forms to be studied. Some text like Seligman will be used in the course. Mainly library work. For Juniors or Seniors. (3.) Second term.

c. Sociology.—An introductory course dealing primarily with such questions as the origin of society, the social mind, the causes and modes of social activity, process of development, industrialism, the family, and the state. For Juniors and Seniors. (3.) Third term.

Course 2 will be offered in 1905-6.

SCHEDULE OF RECITATIONS, 1904-1905.

CHAPTER.						
8:00-9:00.	9:15-10:15.	10:15-11:15.	11:15-12:15.	1:30-2:30.	2:30-3:30.	3:30-4:30.
English, 3. Nat. Sci., 11. German, 3.	Greek, 2. German, 2. History, 3. English, 1, 2.	Math., 1. Latin, 2. Philosophy, 1. French, 2.	German, 1. Political Sci., 1. Latin, 1. Nat. Sci., 8.	Nat. Sci., 3. English, 5.	French, 1. Nat. Sci., 7. Greek, 1. Math., 4, 5.	
Nat. Sci., 9.	Math., 2. Nat. Sci., 1. French, 3.	History, 1. Greek, 4. Philosophy, 2.	Philosophy, 4. German, 1.	Nat. Sci., 4. History, 2. Latin, 3.	French, 1. Math., 3.	
English, 3. Nat. Sci., 11. German, 3.	Greek, 2. German, 2. English, 1, 2. History, 3.	Math., 1. Latin, 2. Philosophy, 1. French, 2.	Political Sci., 1. Latin, 1. Nat. Sci., 8.	Nat. Sci., 3. English, 5.	Nat. Sci., 7. Greek, 1. Math., 4, 5. French, 3.	
Nat. Sci., 9.	Math., 2. Nat. Sci., 1. French, 3.	History, 1. Greek, 4. Philosophy, 3.	Philosophy, 5. German, 1.	Nat. Sci., 4. History, 2. Latin, 3.	French, 1. Math., 3.	
English, 3. Nat. Sci., 11. German, 3.	Greek, 2. German, 2. English, 1, 2. History, 3.	Math., 1. Latin, 2. Philosophy, 1. French, 2.	German, 1. Political Sci., 1. Latin, 1. Nat. Sci., 8.	Nat. Sci., 3. English, 5.	French, 1. Math., 3.	

Tuesday.

Wed.

Thurs.

Friday.

Sat.

CERTIFICATES AND DEGREES.

1. Certificate of Graduation in a School.—To receive this certificate the student must do all the class work and pass satisfactory examinations on all subjects required in that School, and must satisfy the Faculty of his proficiency in English.

2. The College confirms only one degree, that of Bachelor of Arts. Of the courses leading to this degree, the Freshman and Sophomore, with the exception of a choice between Greek, French, and German, are prescribed. The Junior courses are elective within certain limits. The Senior courses, except the Bible, are all elective.

The work is so arranged that the average student who has met all entrance requirements may take his degree in four years. An unusually bright or well-prepared student by taking the maximum number of hours and by vacation study may shorten the time somewhat. Students attempting to reduce the time are urged to guard against superficiality and physical collapse.

In making up the electives a single course will be counted only when it is complete within itself. While C is the passing grade, yet no diploma or certificate is given unless the general average on all subjects is

at least 65, and thoroughly acceptable work must be done on all required courses. To take a degree a student must be of good moral character, must spend at least his Senior year in Hendrix College, must write all essays required, and must prepare an oration or thesis under the following regulations. At the beginning of the fall Term each professor announces subjects connected with the work of his department. From these subjects each Senior is required to select, before November 1, a subject, and, under the direction of the Professor from whose list the subject is chosen, to prepare a thesis or an oration of not fewer than 1,500 words, to be submitted to the Faculty by May 1, and when it is approved, to present to the Library for preservation a copy legibly written on paper of such style and size as may be selected for all. That Senior whose thesis or oration in the judgment of the Faculty, shows the widest research, greatest originality and best literary finish, shall have the honor of delivering the production on Commencement Day. The Seniors shall, before November 1, choose one of their number as Class Orator to represent them at Commencement.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS.

FRESHMAN YEAR.

DEPARTMENT.	HOURS.
English.....	3
History	2
Latin	3
Mathematics	3
Biology	2
French, German, or Greek....	3
	<hr/>
	16

SOPHOMORE YEAR.

DEPARTMENT.	HOURS.
English	3
History or Pol. Sci.....	2
Latin	3
Mathematics	2
Chemistry.....	3
French, German, or Greek....	3
	<hr/>
	16

JUNIOR YEAR.

Philosophy.....	3
Chemistry or Physics.....	3
Language Electives.....	6
Electives.....	4
	<hr/>
	15

SENIOR YEAR.

Bible	1
Electives.....	14
	<hr/>
	15
— Total number of hours for	
a degree.....	
	62

An hour signifies one recitation (hour period) a week throughout the year, or three recitations a week through one term.

N. B. As post graduate work should be done in the genuine university, Master's degrees are not conferred by this College.

RECITATIONS, EXAMINATIONS, AND REPORTS.

Each Professor instructs according to his own methods, but the usual method is by recitation of lessons assigned in the text-books, supplemented by lecture and original class work. The black-board is used with nearly all classes.

When a student is absent from recitation, or fails, he is marked 0, unless the lessons missed are made up as the Professor may require. The privilege of making up recitations is granted only to students whose excuses are previously approved. A record of each student's scholarship and deportment is kept, and each term reports are sent to parents.

Examinations, either oral or written, are given at the discretion of the Professors, but the regular time for examinations is the last week of each term. The term standing is found by taking the average of the daily and the examination grades. No student whose average on any subject falls below 60, on a scale of 100, shall be allowed to graduate, nor if the grade is higher, should the examination grade be under 60. Accuracy in the use of English is required in all examination papers. Students may pass on the subject matter and be conditioned on English. The condition will be removed only when satisfactory evidence is

shown that the deficiencies in English have been overcome. Students who fail to pass on any subject may, at the option of the Professor, be required to pursue it again in class, or to be re-examined. If allowed to continue in the class for the year, the deficiency must be made up by the close of the second week of the next all term. All deficiencies must be made up by Seniors by the beginning of the third term. Before a student is permitted to stand a private examination, he must present the President's receipt for \$1, the amount fixed for an extra examination.

Students who have an average daily grade of 95 and who have not been absent more than 5 per cent of the time required for their classes, may, without examination, receive a passing grade, at the discretion of the several Professors, provided that no one may compete for any scholarship prize without standing all examinations.

ESSAYS, DECLAMATIONS, AND ORATIONS.

During the session three declamations are required from each student. Debates and orations on Washington's Birthday and in contests are accepted in lieu of regular declamation requirements if due notice is given to the President.

All declamations, essays, orations, and papers, prepared by students for public delivery, must be submit-

ted to the Faculty at least ten days before delivery, and then must be delivered as corrected.

GOVERNMENT.

The rules are made and enforced by the Faculty, consisting of the President and regular Professors.

In the government of the College the President, conferring freely with the Faculty, has general oversight, while the Professors govern their respective class-rooms and report to the President all infractions of rules and all disorders that come under their observation.

Knowing that the best disciplinary results can be secured by appealing to a student's sense of honor, and by imposing responsibility upon him, the Faculty adopt only necessary rules and require the active co-operation of all students in maintaining law and order. The advantage of this system is not merely the order which may be secured among students, but it increases their manliness and self-respect and prepares them for self-government and the important duties of citizenship.

Young men who are not disposed to assume responsibility and submit to wholesome discipline, should not apply for admission. Kindly, helpful admonition will be given when students appear to be merely thoughtless or indolent, but should viciousness or lawlessness be discovered, the punishment will be prompt

and severe, extending from demerits and public reproof to suspension and expulsion. Severe punishment, however, will be administered only when the highest interests of the whole school require it, on the theory that the reformation of the offender and the protection of the innocent are more important than the vindication of the letter of the law.

On account of their length, the rules and regulations are not published in the catalogue, but a Student's Manual, containing explicit rules, is provided for each student, and a copy is sent to the parents also, that they may be able to co-operate with the Faculty. Parents may rest assured that the rules are wholly for the student's good, and are founded on experience and common sense.

The report sent to parents will show, in addition to class-standing, the deportment of students as far as known, and special reports will be made whenever it is necessary.

MISCELLANEOUS INFORMATION.

EXPENSES.

Tuition in College classes, per term.....	\$20.00
Matriculation Fee, payable once each year.....	1.00
Library and Reading Room Fee, per term.....	1.00
Chemistry or Mineralogy, per term.....	3.00
Fee for other Science classes, per term.....	2.00
Fee for Diploma.....	5.00
Fee for Certificate of Graduation in a School.....	3.00
Board at Tabor Hall (including room rent), per month,	
.....	\$10.00 to 12.00
Dormitory Rooms (unfurnished), per month.....	\$2 to 3.00
Electric Light, per term.....	1.50
Fuel for Room, during winter, per month.....	50 cents to 1.60
Furniture for Room, according to student's taste.....	\$6 to 20.00
Board, Room, Fuel and Lights, in families.....	\$10 to 14.00
Laundry work, per month.....	\$1 to 1.50
Books and Stationery, according to classes.....	\$5 to 12.00

In order that estimates may be easily made, the following table is given, showing necessary expenses:

Fees.....	\$ 4.00
Tuition.....	60.00
Board.....	98.00
Books, about.....	18.00
Laundry.....	9.00

Total for the year.....\$189.00

If a student belongs to the various student organizations, about \$5 more will be required, but the expense is voluntary as no one is forced to unite with these organizations. In es-

timating school expenses the following facts should not be overlooked: Young men at home must spend money for clothing and incidentals; hence such things should not be considered a part of the school expenses, although they must be counted in calculating the amount that a student will require. No uniform is necessary, and economy in dress is encouraged. The centrality and accessibility of the location make railroad expenses very moderate.

For a term of twelve weeks, *necessary* expenses may be reduced to \$55, and they should not exceed \$65.

The school and boarding month is twenty-eight days, and the term is twelve weeks, exclusive of opening and commencement week. The session is divided into three terms.

Students may enter at any time, and are charged tuition from the beginning of the week in which they enter. Fees are due at the beginning of each term, and no student may matriculate until they are paid. Tuition is payable at the beginning of each term.

No tuition is returned for absence during the last two weeks of any term. Reduction may be made for two weeks' absence caused by sickness, or when cause can be shown for withdrawal, if, in the latter case, ten days' notice is given, and the amount is not less than one month's tuition. These restrictions are made because students are expected to enter for a term, and the College is always ready to fulfil its part of the contract.

Board and room rent are payable monthly in advance and are not refunded if, after beginning a month, a student changes before the end of that month; but when he has withdrawn from the College three-fourths of the balance will be returned.

Free Tuition—Children of itinerant preachers of the M. E. C. S., and young men preparing for the ministry of any evangelical church, receive tuition free, but are expected to pay the regular fees and extras. To show that they are entitled

to free tuition, all beneficiaries should present certificates from pastors or quarterly Conference. Ministerial students are expected to give notes for tuition, which become void as soon as regular ministerial work is begun.

TABOR HALL.

PROFESSOR W. T. MARTIN, Manager.

As it is desirable that a student's fare be wholesome and abundant, yet inexpensive, and as these results can be secured only by boarding many together, the Trustees have wisely provided a dining hall, known as Tabor Hall.

The Hall is under the efficient management of Prof. Martin. It is not run as a source of revenue to the College. Hence the price charged for board is such as will merely cover expenses. Board including room rent, fuel, and lights, will be furnished at a cost of from \$10 to \$12. So far the the highest cost has been \$11 per month. Not more than two students are allowed to occupy one room. Students may furnish their own rooms according to their tastes. Bedding and toilet articles may be brought from home. Furniture costs from \$6 to \$12 per room, and may be sold at a small discount when the students leave. If furniture is unsold it is left in the care of Prof. Martin. A damage deposit of \$2 is required of each occupant of a room. This will be returned when the student gives up the room in case it has not been damaged.

PRIVATE BOARD.

While students are usually expected to room on the campus and board at Tabor Hall, yet, by special agreement with the President, a limited number may board at such private houses as may be approved by the Faculty. Only thoroughly reliable and respectable houses are endorsed, and the Fac-

ulty reserves the right to withdraw students at any time, if their conduct or the management of the house prove unsatisfactory. Several good families furnish excellent board at \$10 to \$14 a month.

THE ADMISSION OF WOMEN.

Although Hendrix College is intended primarily for young men, its doors are open to mature young women who prefer the course of study and training offered in a male college.

No boarding house is provided for women, hence only such as may safely be allowed to board in private families will be admitted, and they should correspond with the President in order to secure suitable boarding places.

LIBRARY AND READING ROOM.

PROFESSOR THOMAS, Librarian.

A large, well-lighted room on the second floor is used exclusively for the Library and Reading Room. Under the care of three student Librarians the room is kept open every day from 9 to 12 in the morning, and from 1:30 to 4:30 in the afternoon.

Works of reference and current literature are kept in the Reading Room section of the Library and may be used in the room by all students, but may not be removed except on written request approved by the Librarian.

Books in the Library proper may be consulted on the shelves or carried away by holders of Library Pass Books. These may be secured on the payment of the term fees and the deposit of one dollar.

The Library, including the Y. M. C. A. Library generously donated by the people of Conway, now comprises about 10,000 bound volumes and 3,000 pamphlets and unbound reviews and magazines. They include fifteen cyclopedias and

many important works on theology, history, biography, politics, economics, education, criticism, poetry, and fiction. The collection on education, history, and political subjects is unusually fine, and affords excellent facilities for source study. Many rare books have been secured. Through the kindness of the Hon. C. C. Reid, M. C., the Library has been made a Government Depository, and received last year about 300 volumes. Henceforth all the Government publications will be received. By purchase and donation several hundred books are added each year.

Nearly all the standard works are on the shelves, but as interest in special subjects increases, a wider range of literature is necessary and many books not readily obtained at the book stores become desirable. There are hundreds of books in private libraries of no special value to their owners that would be exceedingly valuable to the College Library. Friends are urged to contribute to the growth of the Library any kind of books. Many volumes regarded as utterly worthless are wanted because they are necessary to the investigation of historical questions. In particular, it is desired to complete the files of the Congressional Debates, Globe, and Record, the Statutes at Large, and the Supreme Court Reports.

During the past year the following periodicals were kept on file: S. M. Quarterly Review, North American Review, The Forum, Scribner's, Harper's Magazine, Metropolitan, Educational Review, Review of Reviews, Go Forward, S. S. Times, Literary Digest, Independent, The Century, American Journal of Sociology, Political Science Quarterly, Municipal Affairs, Normal Instructor, Southern School Journal, Scientific American and Supplement, Atlantic Monthly, Cosmopolitan, Success, Gunton's, Public Opinion, World's Work, Science, The Critic, Saturday Evening Post, Nashville Christian Advocate, New York Christian Advocate, St. Louis Christian Advocate, Arkansas Methodist, Arkan-

sas Baptist, Youth's Companion, Arkansas Daily Gazette, and a score of college journals and many county newspapers. Others will be added as the fund increases and as other publishers contribute. After serving their purpose in the reading room the most valuable periodicals are placed in the Library.

LABORATORY AND MUSEUM.

The Laboratory and Museum together occupy four large and well lighted rooms. The physical laboratory is fitted with cases for the storage of apparatus, of which there is a sufficient variety for demonstrating all the principles discussed in a general course of physics. In the study of Astronomy the telescope is used. This is a good instrument of three-inch aperture, with powers ranging from 60 to 400. The physical laboratory is also furnished with tables and desks and is used as the recitation room for all classes in science.

For use in the subjects of Physiology and Anatomy, a number of fine plaster models is found in the laboratory; as follows: heart, heart-lungs-trachea, brain, eye, and ear. These models are constructed to show all the parts distinctly and are of invaluable aid to the student. The laboratory also contains several fine anatomical charts and a skeleton.

The chemical laboratory is completely equipped with a full stock of chemicals, glassware, balances, desks, constant gas and water supply, and everything necessary for the acquirement of a thorough and practical knowledge of the subject. There is also a dark room in connection with the laboratory for use in photography.

Through the liberality of Mr. W. M. Clifton, of Morrilton, a second laboratory has been fitted up for the advanced work in Chemistry.

The Museum is located on the second floor and is well

furnished with cabinets, which contain the Zoological, Geological, and Mineralogical collections, all classified and well fitted for instruction.

The Frank Park Geological Cabinet, containing about a thousand mineral specimens, classified and consecutively numbered according to Dana's System of Mineralogy, will be found of great value to students of Mineralogy and Geology.

The Zoological cabinet is made up chiefly of reptiles, of which there is a considerable number, and the collection is being rapidly increased.

The purely geological specimens are chiefly palaeontological.

Special efforts are being made to secure collections illustrating the wonderful mineral resources, the flora and fauna of Arkansas. Friends throughout the state may render much aid by contributing specimens and natural curiosities of all kinds, and their interest and assistance are earnestly solicited to make ours a representative Arkansas collection.

For use of apparatus and materials, fees will be charged in the science classes as follows:

Chemistry and Mineralogy, each per term . . .	\$3.00
Other College classes, each per term . . .	2.00

In addition to the above, every student in Chemistry is required to pay \$5 for a breakage ticket to cover the cost of all apparatus which he may break or damage. The unused portion of each ticket will be redeemed at the end of the year.



LITERARY SOCIETIES.

The Franklin and Harlan Societies have been thoroughly organized, are ably conducted by the students themselves, and afford excellent opportunities for social, literary, and forensic improvement. Above all, they develop the stu-

dent's power of self-government and prepare him for the active, practical duties of life.

The Faculty testify to the efficiency of these societies, and urge all students to become members.

In the Main Building each society has a large, comfortable hall, handsomely furnished. The members deserve great credit for their success in fitting up their halls so elegantly and comfortably.

THE STUDENT'S JOURNAL.

The Hendrix College Mirror is a forty-eight page monthly, edited by the students themselves. It contains editorials, local news, Y. M. C. A., religious and alumni notes, clippings from exchanges, literary articles by students, and educational and other articles by the Faculty. It is the "mirror" of college life; but its literary and educational features make it valuable even to persons in no way connected with the College.

Terms: One dollar a year in advance. A limited number of first-class advertisements will be taken. Rates given on application. All business letters should be addressed to the Business Manager, and other communications to the Editor-in-Chief.

THE YOUNG MEN'S CHRISTIAN ASSOCIATION.

Among the factors for good, the Y. M. C. A. takes high rank. It is officered by the best men in the College, has monthly business meetings, and devotional meetings every Sabbath. Nearly all the young men are members, and large numbers attend regularly. It is an association of young men for moral and spiritual improvement; its religious services are characterized by deep spirituality, and its members are the most active Christian workers. A large, well-fur-

nished room in the Main Building is used by the Association. At the beginning of each term, a committee meets all trains to receive new students, and a reception is held in the Association Hall to welcome and bring them at once into cordial relations with the best elements of college life. The president for 1904-05 is Jefferson Sherman.

ATHLETICS.

Under the careful supervision of the College Athletic Committee, composed of representatives of both Faculty and students, outdoor sports will be encouraged and will afford invigorating pastime freed from vitiating influences.

Under proper restrictions inter-collegiate athletics will be allowed, but character and good class standing are necessary to membership in regular teams.

The Athletic Field affords excellent facilities for inter-collegiate games.

A tennis club has been organized. Courts have been prepared near the Main Building and many pleasant evenings are spent on them at this delightful game. The club will be continued. Membership fee, \$1.

Hereafter, if students show sufficient interest in athletics and make reasonable preparation for an exhibition of running, jumping and other events, one or two days during the session will be devoted to field sports. It is probable that several prizes will be offered.

LECTURES.

Professional lecturers and men distinguished in the various professions are from time to time invited to lecture before the students. Special lectures are also delivered by different members of the Faculty.

LECTURES FOR ACADEMIES AND LITERARY CLUBS.

Although the College does not offer regular "university extension" courses, academies or literary clubs desiring lectures on subjects related to any course offered in the catalogue, may usually arrange with the Professor in charge of a course to deliver a lecture or a series of lectures on his special subjects. In order to secure lectures, application must be made early, since the Professor can leave the College only on convenient occasions and must have ample time to arrange the dates.

APPOINTMENT OF LIBRARIANS AND OTHERS.

Three Librarians, and three Janitors receive compensation in tuition. These positions are given to students already in the College, who have demonstrated their ability and worth. Young men who have never been students of Hendrix College need not apply, but must enter College and prove their fitness. By the help of these and other positions many of the best students are working their way through college.

New students who need aid may pay for tuition in labor at the rate of ten cents an hour.

PRIZES.

Prizes for excellence in speaking, writing, and scholarship have been offered by friends of the College. The conditions of the contests are not published, but are announced to the students. The prizes are as follows, and for 1903 were awarded as indicated below. The awards for 1904 were not made when the catalogue was printed.

1. The Arkansas Methodist Oration Prize, for the best oration, to A. L. Hutchins.
2. The Faculty Essay Prize, for the best essay offered by the Faculty, to T. W. Hardison.

3. The A. S. McKennon Scholarship Prize, for general scholarship, offered by Hon. A. S. McKennon, South McAlester, I. T., to R. E. Holloway.

4. The Mirror Literary Prize, for the best literary article in The Hendrix College Mirror, to A. L. Hutchins.

5. The T. H. Ware Mathematical Prize, for the best work in Freshman and Sophomore Mathematics, offered by Rev. T. H. Ware, to R. E. Holloway.

6. The Debater's Prize, for the best debate in the Intersociety Debate, to A. L. Hutchins.



LOCATION.

Conway is a thriving town of 2500 inhabitants, and is situated on the Little Rock and Ft. Smith Railroad, thirty miles from Little Rock. It is only seven miles from the geographical center of the state, and fifteen miles from the point where the three patronizing Conferences corner.

Being one mile south of the foothills of the Ozark Mountains, on the edge of a small prairie, in an open grove of magnificent oaks, it is by nature one of the most beautiful and healthful towns in the state. It is seven miles from the Arkansas River. The surface slopes sufficiently for good drainage.

Being south of the mountains, Conway is subject neither to rigorous winters nor sudden climatic changes so injurious to delicate constitutions; yet its altitude precludes malarial influences, and the fresh breezes prevent the debilitating effects resulting from heat in places less favorably situated though in higher altitudes.

The moral and religious influences are good. By special act of the Legislature the sale of intoxicants, including native wine, is prohibited within a radius of ten miles. There are five church houses, Southern Methodist, Baptist, Presbyterian, Episcopal and Roman Catholic, and several

other denominations have small organizations. A good public school with an enrollment of over three hundred, affords excellent opportunities for primary education.

The liberal donation of \$55,000 to secure the location of Hendrix College, and of \$30,000 to secure the Central Baptist College, shows the real spirit of Conway's citizens, and indicates their appreciation of higher education and their determination to secure its benefits. The people are thoroughly identified with the College, and will give a hearty welcome to all who come among them in the same spirit.

CAMPUS AND COLLEGE BUILDINGS.

The campus, comprising thirty acres, is in the northern part of the town, about three-fourths of a mile from the depot.

Through the middle of the larger portion extends a beautiful, gently sloping ridge, the highest ground in the town. All principal buildings are on this ridge and front toward the railroad, which is about one hundred yards away. On the south end of the campus the Main Building has been erected at a cost of \$30,000, and is a handsome, substantial, three-story brick, 124x96 feet, containing chapel, recitation rooms, library, laboratory, and Y. M. C. A. and society halls. Tabor Hall is a fine two-story brick, 38x78, situated on the north end of the campus, and intended for a dining hall and dormitory. Its cost was about \$7,000. On either side of Tabor Hall are brick dormitories, and between it and the main building is the President's home. Several frame cottages were on the campus when it was selected. They have been moved together and improved and now afford pleasant rooms for students.

The campus has been graded and sodded, walks and drives have been laid off and many shrubs and shade trees have

been planted. Naturally beautiful, the campus will be, when fully improved, a spot of unusual attractiveness.

An electric light plant in the town furnishes light in the College and all the dormitories. A telephone exchange promotes local convenience and gives connection with the principal places in the State.

COLLEGE LANDS.

Just north of the campus is a splendid tract of fifty acres, owned by the trustees. This has been laid off in town lots with wide streets and alleys, and will be sold for the benefit of the College. Persons who wish to locate near the College will find these lots convenient and pleasantly situated. The agent, Rev. F. S. H. Johnston, will answer all questions concerning this property.

TO TEACHERS.

The thorough instruction, the association with mature students, and the moderate expense offer many attractions to teachers. Over five hundred teachers have been in attendance during the past twelve years, and many are now filling responsible places.

Special efforts are made to secure good positions for worthy teachers. School authorities may apply to the President for teachers in the full assurance that only the competent will be recommended.

Former students are requested to keep the President informed of their whereabouts so that he may assist them in finding suitable positions.

TO NEW STUDENTS.

Bring certificates of character from your last teacher and your pastor. At the opening of the Fall Term, a committee, wearing the College colors, orange and black, will receive all new students as they arrive at the station. Within twenty-four hours after arrival report to the President and matriculate, and make no arrangements for board or room without consulting him. Failure to observe these requirements may prevent your admission.

TO PARENTS.

Notify the President before you send your sons, and give him full information about their advancement and habits. Provide them with only so much money as is necessary for tuition, fees, books, one month's board and a small amount for incidentals, and require them to render regular itemized statements of expenditures. A liberal allowance without accountability will ruin the average boy. If the progress of your sons is not satisfactory, communicate freely with the President, and when you wish to withdraw them, notify him by a personal letter.

TIME OF OPENING.

The next term begins on Wednesday, September 21, 1904. Examinations will be held and the classes formed on Wednesday and Thursday. Students expecting to attend should be here promptly to secure good boarding places, and to start at the beginning with their classes. The delay of even a few days may seriously interfere with the year's work. All should try to spend the full year at College, if possible, although students coming in the beginning of the Second or Third

Terms usually find no great difficulty in entering classes, as new subjects are taken up and new classes are formed.

THE CHOICE OF A COLLEGE.

While parents are influenced in their choice of a college by various motives, there are certain leading considerations which should never be ignored. They are, in the order of their importance:

1. The moral and religious character of the Faculty and students, and of the community.
 2. The fullness and thoroughness of the curriculum, the experience and culture of the Faculty, and their competency to do the work required.
 3. The healthfulness and accessibility of the location.
 4. The probability of future commercial, political, and ecclesiastical association with fellow students.
 5. The expense of tuition, board, and incidentals.
- For further information, address

REV. STONEWALL ANDERSON,
Conway, Ark.

REGISTER OF STUDENTS FOR 1903-1904.

SENIOR CLASS.

NAME.	COURSE.	RESIDENCE
Greeson, Jesse Bruce.....	A. B.....	Conway, Faulkner
Thesis: The Rights and Duties of Neutral Nations.		
Hill, Victor Dumas.....	A. B.....	Conway, Faulkner
Thesis: England's Attitude in Regard to the Eastern Question.		
Hutchins, Arthur Lemuel, A. B.	Jacksonville,	Pulaski
Thesis: Trade Unionism, Its History and Achievements.		
Reynolds, Seth Cohn.....	A. B.....	Naylor, Faulkner
Thesis: Four Great Principles of Good Citizenship.		

STUDENTS BELOW THE SENIOR CLASS.

Aylor, Henry.....	Amos, Baxter
Bagwell, Margaret.....	So. McAlester, Ind. Ter.
Barrett, H. R.	Sherrill, Jefferson
Barrett, J. M., Jr.....	Sherrill, Jefferson
Bowen, W. D.....	Luxora, Mississippi
Boyett, Guy G.....	New Lewisville, Lafayette
Caplinger, A. B.....	Couway, Faulkner
Carrigan, Steve, Jr.....	Hope, Hempstead
Cazort, C. A.....	Lamar, Johnson
Charles, Myrtle.....	Conway, Faulkner
Crandell, O. E.....	Charleston, Franklin
Davidson, G. G.....	Conway, Faulkner
Dickerson, C. H.	Conway, Faulkner
Dunaway, J. D.....	Conway, Faulkner
Evans, E. T.....	New Orleans, Louisiana
Evans, R. W.	Camden, Ouachita
Fair, L. W.....	Conway, Faulkner
Farrish, C. D.....	Morrilton, Conway
Faulkner, E. W.....	Alpena Pass, Boone
Furry, F. P.	Van Buren, Crawford
Greenhaw, E. B.....	Marshall, Searcy
Hardin, G. C.....	Okalona, Clark
Harris, A. W.....	Richmond, Little River
Harton, D. O., Jr.....	Conway, Faulkner
Hobbs, Annie	Plumerville, Conway
Hughes, Sidney T.....	Haynes, Lee

Hunt, F. H.	Coal Hill, Johnson
Jenkins, A. G.	Stevens, Ouachita
Kirkpatrick, Seba	Alpena Pass, Boone
Langford, W. H.	Naylor, Faulkner
Locke, Mamie	Ashdown, Little River
Longino, William	Magnolia, Columbia
McConnell, J. E.	Vesta, Franklin
McClurkin, J. I.	Stephens, Ouachita
McPherson, Alexander	Conway, Faulkner
Mitchell, W. B.	Kingsland, Cleveland
Park, E. J.	Lockesburg, Sevier
Pearson, Ethel M.	Conway, Faulkner
Phelps, J. A., Jr.	El Paso, White
Ramsey, W. K.	Camden, Ouachita
Rankin, W. F.	Russellville, Pope
Ruff, D. H.	Dover, Pope
Sherman, Jefferson	Elm Springs, Washington
Steele, Frank	Lochesburg, Sevier
Shipley, E. M.	Huntington, Sebastian
Southard, E. A.	Ft. Smith, Sebastian
Trippe, R. E.	Arkansas City, Desha
Watson, Harry	Howell, Woodruff
Weaver, E. N.	Vesta, Franklin
Weems, R. H.	Conway, Faulkner
Witt, Jessie Lillian	Conway, Faulkner

TITLED GRADUATES.

- 1883: Miss Alice Mahan (Knight), M. E. L..... Mena, Ark.
 Miss Jennie Montgomery (Raynor), M. E. L..... Lamar, Ark.
 Miss Lucy Ragan (Basham), M. E. L..... Clarksville, Ark.
- 1884: Miss Lydia E. Burrow (Steel), M. E. L. (deceased).... Richmond, Ark.
 Miss Eva M. Oliver, M. E. L. Altus, Ark.
 Miss Carrie M. Howell (Bailey), M. E. L..... Alma, Ark.
- 1885: Miss Minnie B. Nichols (Laser), M. E. L..... Clarksville, Ark.
 Miss J. Idella Daniels (Hall), M. E. L..... Paris, Ark.
 Miss Lizzie A. Burrow (Johnston), A. M. (deceased).... Ozark, Ark.
 Miss Kate E. Atkins (Hill), A. M. (deceased)..... Altus, Ark.
 Miss Sallie B. Atkins, A. M. (deceased)..... San Marcos, Tex.
- 1887: J. M. Hawley, A. B..... Member of Little Rock Conference.
 L. H. Burrow, A. B..... Principal Morrilton High School.
 Miss Belle East (Wynn), M. E. L..... Waterloo, S. C.
 Miss Luella A. Miller, M. E. L..... Arkadelphia, Ark.
 Miss Alene A. Mitchell, M. E. L..... Chapel Hill, Ark.
- 1889: W. F. Hays, A. B..... Attorney-at-Law, Tex.
 F. W. Miller, A. B..... Deputy State Superintendent, Little Rock.
- 1890: M. Harwood (Reynolds), Ph. B..... Fayetteville, Ark.
 L. Robins (Goddard), Ph. B..... Morrilton, Ark.
- 1891: A. Duncan (Durham), Ph. B..... Conway, Ark.
 G. C. Millar, A. B. (deceased)..... Professor in Hendrix College.
- 1893: C. T. Cotham, A. B..... Member Arkansas Legislature.
 O. E. Goddard, Lit. B..... Member of Arkansas Conference.
 J. W. House, Ph. B..... Member of Arkansas Conference.
 T. O. Owen, A. B..... Member of Little Rock Conference.
 J. H. Reynolds, A. B..... Professor in University of Arkansas.
 C. B. Riggin, A. B..... Attorney, El Dorado, Ark.
 W. B. Sanders, A. B..... Business, Pine Bluff, Ark.
- 1894: J. W. Cline, A. B..... Missionary to China.
 B. Edmonson (Cline), Lit. B..... Missionary to China.

J. H. McCulloch, Ph. B. Physician, Indian Territory.
 J. McKiou, Ph. B. (deceased).....Principal Beaumont, Tex., High School.
 J. F. Townsend, A. B. Member of Little Rock Conference.
 J. S. Wilbanks, Lit. B. Member of Troy Conference

1895: J. M. Hughey, A. B. Member of Arkansas Conference.
 S. J. Hunt, A. B. Attorney, Pine Bluff, Ark.
 S. McCulloch (Twitty), Ph. B. Nashville, Tenn.
 M. McKinnon (McSwain), A. B. Georgetown, Tex.
 M. Vaughter (Williams), Lit. B. Russellville, Ark.

1896: T. E. Helm, A. B. Attorney, Little Rock, Ark.
 W. T. Martin, Lit. B. Member of Arkansas Conference.
 S. McCulloch (Twitty), Ph. M. Member of Tennessee Conference
 J. McCullough, A. B. Principal of Clarendon High School
 W. E. Simpson, A. B. Member Arkansas Legislature.

1897: H. H. Barger, A. B. Graduate Student Vanderbilt Univ.
 O. L. Dunaway, Ph. Bz. Principal of Prescott High School.
 J. J. Galloway, A. B. Member of Arkansas Conference.
 W. B. Aays, A. B. Member of White River Conference.
 W. E. Hogan, A. B. Professor in Hendrix College.
 A. E. Holloway, Ph. B. Member of White River Conference.
 M. House, A. B. Attorney, Little Rock, Ark.
 S. McKinnon, Ph. B. Principal of Belleville School,

1898: W. T. Blount, Ph. B. Principal of Dardanelle High School.
 W. R. Gantt, Ph. B. Business, Magnolia, Ark.
 C. G. Hughes, A. B. Principal of Center Point High School.
 H. B. McKenzie, A. B. Attorney, Prescott, Ark.
 S. McKinnon, A. B. Principal of Bellville High School.
 T. D. Wynn, Lit. B. Census Bureau, Washington, D. C.

1899: F. C. Cannon, A. B. Member of Little Rock Conference.
 O. O. Florence, Ph. B. Principal of Van Buren High School.
 J. G. Fraser, Ph. B. Member Arkansas Legislature.
 N. J. Gantt, A. B. Attorney, Pine Bluff, Ark.
 J. D. Hammons, Ph. B. Member of Little Rock Conference.
 G. Howard (Ewing), Ph. B. Clarendon, Ark.
 F. Hutchison, A. B. Member of Little Rock Conference.
 P. E. Leigh, Ph. B. Teacher in Conway Public School.
 A. H. Prince, Ph. B. Teacher, San Antonio, Tex.
 J. P. Steele, Ph. B. Principal of New Lewisville High School.

1900: S. Anderson, A. B. President of Hendrix College.
 G. L. Bahner, Ph. B. Life Insurance, Conway, Ark.

- J. L. Bond, H. B.....Principal of Arkansas City High School.
 P. H. Greeson, A. B.....Student, Cincinnati.
 L. D. Howell, A. B.....Business, Stamps, Ark.
 N. M. Whaley, Ph. B.....Principal of Gentry Academy.
 W. U. Witt, A. B.....Member of Arkansas Conference
- 1901: N. V. Murphy, A. B.....Teacher in Conway Public School.
 C. L. O'Daniel, A. B.....Principal of Marianna High School.
 W. L. Oliver, Ph. B.....Member of White River Conference.
 W. N. Pittman, A. B.....Teacher in Pine Bluff Schools.
 W. Steele, A. B.....Student Vanderbilt University.
- 1902: J. B. Cox.....Dittie Rock, Ark.
 A. C. Curtis.....Little Rock, Ark.
 V. E. E. Dafferty.....Gurdon, Ark.
 C. W. Lester.....Member White River Conference.
 T. O. Summers.....Conway, Ark.
 E. A. Townsend.....Student Vanderbilt University.
 W. Townsend.....Teacher in Clarendon Public Schools.
 R. D. Wynn.....Bank Cashier, Stephens, Ark.
 S. J. T. Wynn.....Principal of Portland Public School.
- 1903: M. E. Dunaway.....Student Yale University.
 M. L. Hartley.....
 A. P. Reynolds.....

ALUMNI ASSOCIATION.

ORGANIZATION OF 1903-1904.

President	.	.	.	.	W. T. Martin
Vice-President	.	.	.	.	W. E. Hogan '97.
Secretary	.	.	.	.	N. V. Murphy '01.
Treasurer	.	.	.	.	T. E. Helm '96.

ALUMNI PROGRAM.

Tuesday, June 14, 1904, 8:30 P. M.

Address	.	.	.	.	M. House '97.
Senior Prophecy	.	.	.	.	A Junior, 1905.

All graduates are urged to attend the meetings of the Alumni Association, which are held at 3 P. M. on Tuesday of Commencement week.

Every member is requested at the beginning of each session to furnish the Mirror editor with data for Personal Notes, so that the Association may be fully informed concerning the fortunes of all its members.

The President of the College will appreciate communications that will enable him properly to revise the addresses and occupations of graduates for the catalogue.

AFFILIATED ACADEMIES.

The Trustees of Hendrix College provided in their Constitution that separate academies under College control might be established. In order to insure their efficiency the following provisions were adopted:

The academy property must belong to the Board of Trustees. The principal must be nominated by the President and confirmed by the Trustees. A local board confirms the Principal's nominations of assistant teachers and exercises advisory control. Patronizing territory embracing from two to five counties is secured to each academy. The Principal of each Academy is an advisory member of the College Faculty. Students may be prepared in an academy for Freshman class in the best colleges and universities, and are permitted to enter Hendrix College on certificate without examination.

By these provisions the interest of the College and the academies and the several communities are closely united, and they may readily co-operate for mutual up-building.

It is intended that these academies shall have such equipment and be so managed that they will be very superior high schools, and thus will not interfere with the local interests of any community.

Academies have been established at Gentry, Imboden, Mena and Stuttgart. As buildings, equipment, and courses of study are substantially the same for all, they will be described below and points of difference will be mentioned in the proper place.

Buildings.—The Main Building is a very handsome and substantial two-story brick, well-lighted and ventilated study hall capable of seating 200 students at single desks; and four recitation rooms and an office, besides numerous alcoves and wardrobes.

The Principal's House is a two-story frame, containing fourteen (or eighteen) large rooms. It is well built and furnished, and it is intended for the Principal and family and for the younger students.

All these buildings are planned to secure the very best results in secondary school work.

Equipment.—Each school building is furnished with the best of desks and seats. Apparatus costing about \$300 is provided for use in teaching Elementary Physics, Physiology, and Physical Geography. The Library will contain over 1000 new books selected with special reference to the needs of a secondary school.

The course of study begins with the higher common school branches, and embraces all subjects required for admission to the Freshman Class of Hendrix College, namely: English Grammar, Rhetoric, and Literature; Latin Grammar, Caesar, Cicero, Vergil,

Greek Grammar, and Xenophon; History of the United States, and of Greece and Rome; Civil Government; Arithmetic, Elementary and Higher Algebra, Plane Geometry; Physics, Physiology, Physical Geography and Botany; French, German; and, in addition, Elocution, Music, and Book-keeping.

Purpose.—It is intended that each school shall be a place where boys between twelve and eighteen years old may find the best mental and moral discipline while preparing for college. While an Academy is intended primarily for boys, yet girls are admitted on equal terms.

GENTRY HENDRIX ACADEMY.

N. M. WHALEY, PRINCIPAL.

(Ph. B., Hendrix College.)

History.—In the fall of 1897 the authorities of the Kansas City, Pittsburg and Gulf Railroad offered a ten-acre campus and the proceeds of the sale of one hundred lots in Gentry (formerly called Orchard), Ark., to Hendrix College, if the people of the town would buy the lots. The land was speedily sold for \$10,000, and the money was spent in the erection and equipment of the necessary buildings.

Location.—Gentry is a thriving town of fifteen hundred inhabitants, situated on a plateau of the Ozark Mountains, at an elevation of nearly 1400 feet above the sea level. It is the highest point on the railroad

between Kansas City and the Arkansas River, and has an excellent reputation for healthfulness. It is in the western part of Benton county, Arkansas, in the heart of the finest fruit country on the continent, and, although still a young town, is one of the largest shipping points for fruit in Northwest Arkansas. The Railroad Company has planted nearly 2000 acres in apples just outside the town, and expects to make its orchard the largest in the world. This country is rapidly settling up with a thrifty class of farmers who easily make a living on a ten or twenty acre fruit farm.

Campus.—About one mile east of the business block, on a beautiful elevation overlooking the town and in full view of the railroad, is the fifteen-acre campus. One-third is covered with a fine native growth of trees, and the rest is a bearing apple orchard, which will be preserved for the benefit of the Principal.

Opening.—The Fall Term will begin September 1, 1904.

Expenses.—Tuition and fees cost from \$21.50 to \$41.50 a session of forty weeks. Board in the Principal's Home will cost \$11 per month, and in private families may be had for \$7. Other expenses are very reasonable.

Information.—A circular giving fuller information may be had by writing to the Principal, Gentry, Ark.

SLOAN HENDRIX ACADEMY.

PRINCIPAL.

History.—In the spring of 1898 Rev. W. M. Wilso suggested to the people of Imboden the possibility of securing one of the Hendrix academies. The town was visited by representatives of the College, and after mature deliberation plans were formed to secure property and raise funds for buildings and equipment. Capt. W. C. Sloan generously proposed to donate the campus and town lots to be sold for the purpose of providing the funds, and later gave much of the \$10,000 necessary to secure the Academy; hence the school has very appropriately been named in honor of him.

Location.—Imboden is a prosperous town of five hundred people situated on the hills overlooking the famous Spring River. It is in the northwestern part of Lawrence County on the Kansas City, Fort Scott and Memphis Railroad. The country is noted for blue grass, wheat and fine springs, and is considered one of the most healthful sections in N. E. Arkansas. Spring River, having its origin in the celebrated Mammoth Spring, about twenty-five miles above, is a clear swift flowing stream, which adds much to the picturesque beauty of the landscape.

Campus.—In the southeastern part of the town, about one-fourth of a mile from the railroad station, at the end of the principal residence street, on a hill

commanding a fine view of the town, the railroad, the river, and the distant hills, lies the six-acre campus, partly covered with native trees.

Opening.—The Fall Term begins September 14, 1904.

Expenses.—Tuition and fees will cost from \$18 to \$45 a session. Board in the Home, which will be managed by the Principal and wife, will cost \$10 a month, and in private families from \$6 to \$10. Other expenses will be very reasonable.

Information.—A circular giving fuller information may be had by writing to the Principal, Imboden, Ark.

MENA HENDRIX ACADEMY.

PRINCIPAL.

History.—The management of the Orchard Academy proved to be so satisfactory that the Arkansas Townsite Co., made to the people of Mena and to Hendrix College a proposition that has resulted in the sale of over \$10,000 worth of property donated by the Townsite Company. The proceeds have been invested in buildings similar to the Orchard buildings (except that the main building is of pressed brick) and other equipment.

Location.—Mena is located in Polk County in Western Arkansas, on a plateau nearly 1400 feet above the sea. It is the highest town between the Arkansas River and the Gulf, and is the half-way division be-

tween Kansas City and Port Arthur on the great Kansas City Southern Railway. Although it is less than eight years old, Mena has had a marvelous growth and now has a population of more than 6000. Its business is large, the growth has been substantial, and everything points to continued progress. Churches of nearly all denominations have been erected; a public school house and a new court house have been built; two parks have been laid out and beautified and city waterworks will soon be in operation. The altitude guarantees health. The vast forest and mineral resources and the possibilities for fruit growing make Mena very attractive to men of enterprise. The Academy will furnish the higher educational facilities needed.

Campus.—About a quarter of a mile northeast of the court house on a hill 150 feet above the town is the campus of ten acres donated by the Townsite Company. A good driveway leads to the top of the hill where the buildings stand in the midst of a state grove. From this the outlook over mountain and valley is truly inspiring.

Opening.—The Fall Term will begin September 1904.

Expenses.—Tuition fees will cost from \$21 to \$25 a session. Board in the Principal's Home will cost \$12 a month and in private families from \$8 to \$12. Other expenses will be made quite reasonable.

Information.—A circular giving full information may be had by writing the Principal, Mena, Ark.

STUTTGART HENDRIX ACADEMY.

PROF. ACRE, PRINCIPAL.

(A. B., Central College.)

History.—During the early days of Stuttgart its enterprising citizens appreciating the value of higher education, secured property, built a good house, and undertook to establish and maintain a college. Unfortunately the first year a debt was incurred and troublesome litigation followed. In spite of difficulties a good school was kept up, although the management changed from time to time. In 1892 litigation terminated and the property was bought by Mr. J. I. Porter, who immediately proposed to turn it over to Hendrix College for an academy. Mr. Porter and other citizens of Stuttgart with commendable zeal raised \$5,000 for additional buildings and equipment and their tender of the property and subscription has been accepted by the College.

Location.—Stuttgart is a live, progressive town of sixteen hundred population on the highest point in Grand Prairie. It is in the northern part of Arkansas County on the St. Louis Southwestern Railway at its junction with the Stuttgart and Arkansas Branch.

The county is celebrated for hay, stock, small grain, and vegetables. It is rapidly filling up with prosperous, progressive farmers. A telephone exchange, electric light plant, waterworks, good public school, and ten churches indicate the enterprise and public spirit of the people. There is no saloon in town or

county. The altitude, the distance from swamps, the exhilarating prairie breezes, and the pure water from deep wells make Stuttgart the most healthful location in Eastern Arkansas.

Campus and Buildings.—In the southern part of the town at the end of two principal residence streets on the beautiful, gently rolling prairie is situated the ten acre campus. The buildings are all frame, but are very substantial. The main building is three stories high and contains the study hall, six large well lighted and ventilated recitation rooms, and a commodious third story which may be fitted up for a gymnasium and laboratory.

The two-story dormitory contains, besides dining room and family apartments, ten rooms arranged in suites so that some are used for study and others for sleeping. Three four-room cottages offer variety and provide facilities for boarding clubs.

Opening.—The Fall Term will begin September 21, 1904.

Expense.—Tuition and fees will cost from \$18 to \$45 a session. Board in the dormitory and in private families will range from \$10 to \$12 a month. Other expenses will be moderate.

Information.—Fuller information may be had by addressing the Principal.

ACCREDITED SCHOOLS.

Believing that secondary schools may be stimulated by public recognition of their work, Hendrix College will publish in its annual catalogue a list of schools which meet the requirements for admission to college classes. The following plan has been adopted to secure a proper understanding between the College and the schools that seek to be accredited.

1. Any school desiring recognition shall before the first of February (earlier if convenient), through its principal or secretary, apply to the President of the College, asking for an inspection of its work and stating in the application the number of teachers and the course of study in its high school department.

2. As soon thereafter as possible the College will, at its own expense, send a member of the Faculty to inspect the school and report on its course of study and methods.

3. If the report is satisfactory, the school will be placed on the Accredited list in the College catalogue for the ensuing year.

4. Yearly thereafter [the school will be expected, before the first of February to report on blanks furnished by the College any changes in faculty, manage-

ment, or course of study, and to give other information desired.

5. The school will be kept on the Accredited List without further visitation, unless the changes indicate the need of another inspection, but whenever practicable representatives of the College will visit the school.

6. If a school cannot prepare students for college in certain subjects, but does satisfactory work in others, it shall be accredited for those that may be approved.

7. Students who bring certificates from Accredited Schools will, without examination, be permitted to enter classes for which the work indicated in their certificates has prepared them.

8. If a student received on certificate fails, after a reasonable time, to sustain himself in the College classes, his right to membership in the classes without examination will be withdrawn, and the school from which he came will be notified of his deficiencies.

9. If several students from the same school show serious lack of training the school may be dropped from the Accredited list until there are changes in its methods or management.

Suggestions.—Examination of the admission requirements found in the college catalogue will indicate the work that must be done in the secondary school to secure recognition. To avoid an unfavora-

ble report, the principal of a school should be sure that his work will bear close inspection before he calls for visitation.

Usually arrangements can be made with the College representative to deliver educational addresses to the school and community at the time of his visit. While the College does not offer "university extension" courses, yet, as far as practicable, it will furnish lectures on special subjects whenever desired.

High school and academy principals are cordially invited to correspond with the College Faculty on questions of mutual interest.

Schools Not Accredited.—Certificates from schools not accredited may be accepted in lieu of examinations, but students coming from such schools cannot be so fully assured of the value of their certificates, and the schools fail to secure that public recognition to which an accredited school is entitled.

LIST OF ACCREDITED SCHOOLS.

Amity High School, Amity, Ark.

SAMUEL M. SAMSON, PRINCIPAL.

For admission to Freshman English, History, Latin, Mathematics and Science.

Clarendon High School, Clarendon, Ark.

J. MCCULLOUGH, PRINCIPAL.

For admission to Freshman English, History, and Science, and to Sub-Freshman Latin and Mathematics.

Fort Smith High School, Fort Smith, Ark.

B. T. TORREYSON, SUPERINTENDENT.

For admission to Sophomore German, History, Mathematics, and Science, and to Freshman English, French, Greek, and Latin.

Jonesboro Training School, Jonesboro, Ark.

F. R. ALEXANDER, PRINCIPAL.

For admission to Sophomore Greek and Mathematics, and to Freshman English, German, History, Latin and Science.

Pine Bluff High School, Pine Bluff, Ark.

JUNIUS JORDAN, PRINCIPAL.

For admission to Freshman English, Greek, History, Latin, and Science.

Van Buren High School, Van Buren, Ark.

O. O. FLORENCE, PRINCIPAL.

For admission to Freshman History, Mathematics, and English, and to Sub-Freshman Latin.

THE ACADEMY *of* Hendrix College

A PREPARATORY SCHOOL OF HIGH GRADE

J. D. CLARY, PRINCIPAL.

(Eleven years Principal of Training School, Fordyce.)

ENGLISH AND LATIN.

S. S. WATERS,

MATHEMATICS AND GREEK.

REV. W. T. MARTIN,

HISTORY AND CIVICS.

G. H. BURR,

SCIENCE.

.....
.....

INSTRUCTORS.

“It is *not* necessary that this should be a school of three hundred or of fifty boys; but it *is* necessary that it should be a school of Christian gentlemen.”

FIRST TERM.—September 21–December 17.

SECOND TERM.—December 29–March 24.

THIRD TERM.—March 24–June 14.

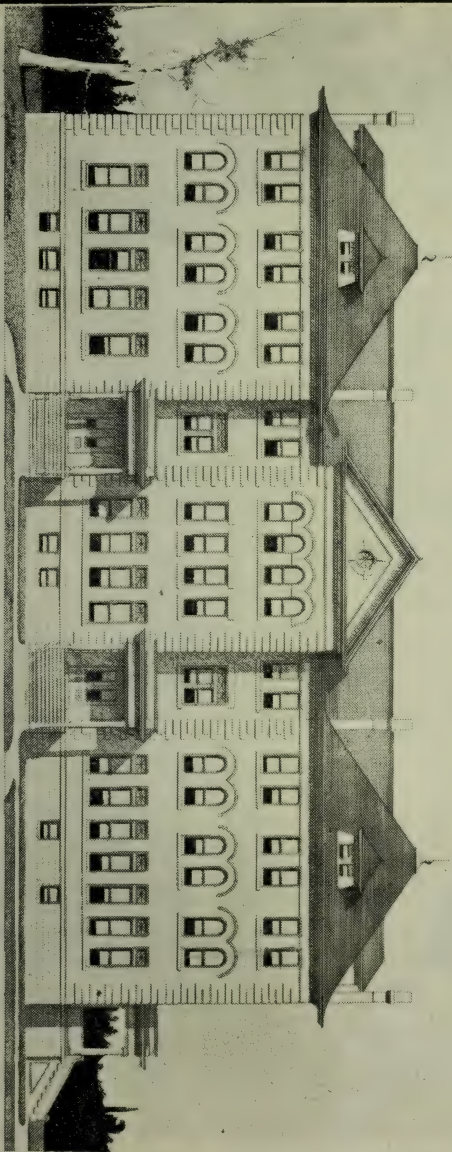
STATEMENT.

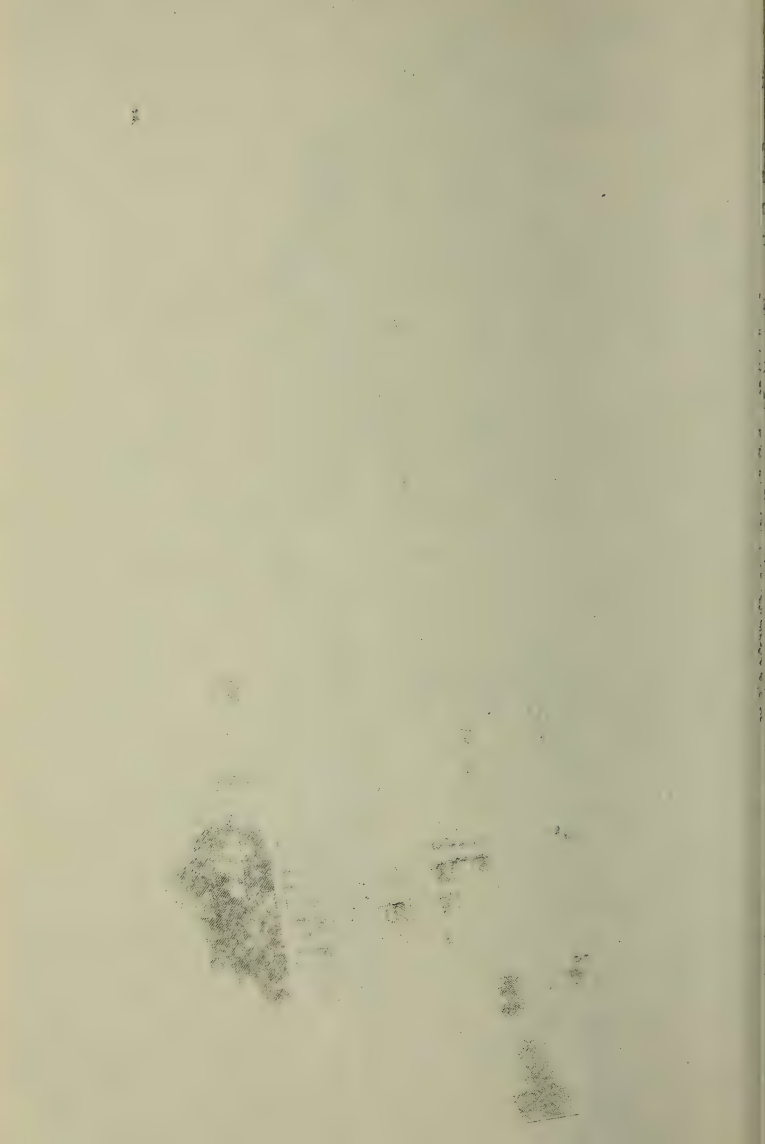
In 1903 the Trustees of Hendrix College directed that this Academy be organized under the present management. Their desire is to provide at Conway better advantages for students who are not prepared for collegiate classes. Many seek to enter college who have not learned habits of study and have not laid good foundations in academic work. As this class of applicants for admission to college is large it is our purpose to provide here under experienced teachers a training school to have oversight of boys, to teach thoroughly the branches lying at the foundation of education, to give attention to manners and morals.

The course of study is designed to equip students for admission not only to Hendrix College, but also to any other high grade institution. If boys are denied the advantages of college and university the Academy still provides excellent preparation for life. Such training no boy can afford to lose. It greatly enlarges his chances for successful and useful living. Our work appeals to every parent who wants to give his son the best advantages.

LOCATION.

The Board was instructed by the conferences of the





Our glory will be to show the world that in a school there can be true life."

ate at their last session to secure means and proceed to erect on the campus a special building for the academy. Plans have been made by the architect which will give us accommodations for more students and will enable us to provide more rooms for boarding pupils under the supervision of the teachers.

The first floor of the main building of Hendrix College has been reserved for our work. We shall continue to use these rooms until the building for the academy is completed. The building has been suitably furnished for study hall and recitation rooms.

Conway has many advantages as a home for boys. There are no saloons, no demoralizing local surroundings and, as it is a school town, the citizens pride themselves in its moral and educational sentiment. Parents need not fear to place their boys in Conway.

PAST YEAR.

The increase of nearly 25 per cent in enrollment at Hendrix has been largely in these classes and we have it justified in enlarging the faculty of the Academy. We have had an earnest set of diligent students, many of whom have maintained high records. The enrollment has reached 142, from 48 counties.

PURPOSE.

In the Academy we purpose to do the work of the best preparatory schools which fit students for the higher colleges. Our curriculum is higher than that

of most high schools and superior to that of many colleges. We offer no "short cuts" or "easy methods," but believe in having students to master thoroughly the work outlined. We believe that in training the mind nothing is so profitable as those studies which require mental effort for their mastery. This is not a school to fit you in a few months for any one career in life. It does not train for professional life, but rather gives that broad, liberal culture necessary for every one who would succeed. If you are concerned more about education than hasty graduation we invite your patronage. Such training as we give is especially advisable for boys who will go to college with its greater freedom, and for those who will enter business.

We shall do honest work in an honest way and desire as students those who wish to make the most of themselves. We shall try to develop in our students qualities of manhood and shall impress the thought that truth, courage, purity, devotion to duty must characterize the successful man. It will be our constant effort to have our students acquire the manners and habits of the educated Christian gentleman.

DISCIPLINE.

College discipline is for men. The Academy is for those who are not mature. They need guidance and control; aspirations must be awakened; zeal must be quickened; at one place must be restraint, at another energy must be properly directed. A school may have

good discipline and poor scholarship, but good scholarship with inferior discipline is unknown. Our discipline will be such as will develop in boys a high sense of honor and will enforce the requirements of the school.

Students will be subject to the rules of the school at all hours and the teachers will visit them in their rooms. Boys are forbidden to retain firearms, to make accounts with merchants, to leave town without permission, or to loaf on the streets or around public places. Students must not be absent from their rooms at night without permission.

Students who are profane, vicious, addicted to strong drink or constant idleness, or who make themselves disagreeable to teachers will not be retained. We have not a reform school and will not hesitate to send away pupils who refuse to do the work assigned or show themselves unworthy of confidence. We shall trust our students and shall expect them to be gentlemanly at all times. Pupils who are gentlemanly and studious will have no trouble. Punishments wisely administered will be resorted to only when necessary to secure compliance with the purposes of the school.

Special privileges and favors are granted to those whose deportment is above reproach and whose class standing is satisfactory.

It is our desire to give boys all the work they can do and then to help them have a good time.

ADMISSION.

Boys who desire to enter should not be under fourteen years of age. They should be able to work with ease common fractions, to read well in the school readers, and to write a letter with proper attention to punctuation and the use of capitals.

Students below the seventh grade cannot do our work unless they are mature young men. Cigarette fiends are not desired.

A SPECIMEN LETTER.

Dear Sir:

In reply to your inquiry we invite a careful reading of our catalogue which we send by this mail.

We think we offer excellent advantages for a boy who wants to make the most of himself. He will find good associations and teachers who will take personal interest in him. We feel that we can take a clean, manly boy, keep him so and return him with higher aspirations and with some attainments in scholarship.

The young man of today needs the best training as he must compete in life with trained men. It never pays to work with a dull axe. We sharpen the axe.

Education is costly, but ignorance is far more so. Inferior instruction is dear at any price. You will find our rates quite reasonable when you consider the advantages we offer.

We shall appreciate your patronage and can promise faithful oversight and thorough work.

“The untrained man has never been able to render much service to mankind.”

COURSE OF STUDY.

The course of study is not inflexible and may be changed when it becomes necessary. We give a thorough course in Arithmetic, devoting the first year and one term of the second to this work. Five terms are given to the course in Algebra and three to Plane Geometry. During the senior year it is our purpose to review higher arithmetic. In all this work emphasis is placed upon the learning of principles by solving a large number of exercises.

Our students begin their work in history with the study of Thirteen Colonies and The Story of the English in the first year. These are followed by a careful study of the history of Greece and Rome. During the last year we do advanced work in United States History and in Civil Government. In this work several text-books are consulted and reference works are used freely.

The first year in Latin and in Greek is given to the study of forms. Daily exercises in translation and in writing Latin and Greek are given and accuracy is required. In the second year of Latin we study the Grammar and read four books of Caesar or its equivalent. Here we require careful study of the grammatical construction of words and sentences with review of forms.

In the next class we take up the study of Cicero's Orations, including the history of the time, and prose

composition. In the Aeneid we seek to have pupils gain some appreciation of poetry. Mythological references are sought out, elegance of translation is emphasized, much attention is given to prosody and metrical reading.

We give two years in the Academy to science. In the first year of the course we give one term to Physical Geography and two to Physiology. In the second year Physics is studied throughout the year. Experiments are performed in the presence of the class and considerable laboratory work is done.

In our English course we seek not only to have our pupils write and speak correct English, but also to have them appreciate some classic literature. In the first year much time is given to composition writing. Two or three choice pieces of literature will be carefully read. In the second year more attention will be given to formal grammar. A few choice poems and some classic prose carefully studied will prepare pupils for the college entrance requirements to be given in the last two years. These will consist of Masterpieces of American Literature, Macbeth, Julius Caesar, Burke's Speech on Conciliation, Macaulay's Essays on Milton and Addison, Sir Roger de Coverley Papers, Milton's *L'Allegro* and *Il Penseroso*. In addition to the work in literature during the last two years we shall use as text-books Practical Exercises in English, Rhetoric, and Guide to Literary Criticism.

Special "parallel" reading from the books of the

"Have a purpose and do with your utmost might."

library will be assigned to each class. Each student will need a good dictionary.

PRIZES.

A prize will be given for the best general scholarship.

The Declamation Prize will be awarded for the best declamation at commencement.

The Essay Prize will be given for the best essay.

An honor roll, including the names of all whose grades are above 80, will be published at Commencement.

CERTIFICATE.

Students completing the work of the school will receive a certificate showing the amount of work done. This certificate will entitle the holder to admission to college. We intend that a certificate from our Academy shall be of more value than a degree from inferior colleges. No student whose influence has been harmful or whose conduct during his senior year has failed to meet the approval of the faculty will be given a certificate. This certificate will be awarded on the satisfactory completion of the course in English and three of the other subjects named in the catalogue.

ATHLETICS.

The large and beautiful campus gives ample room for all outdoor sports. There is not a better athletic

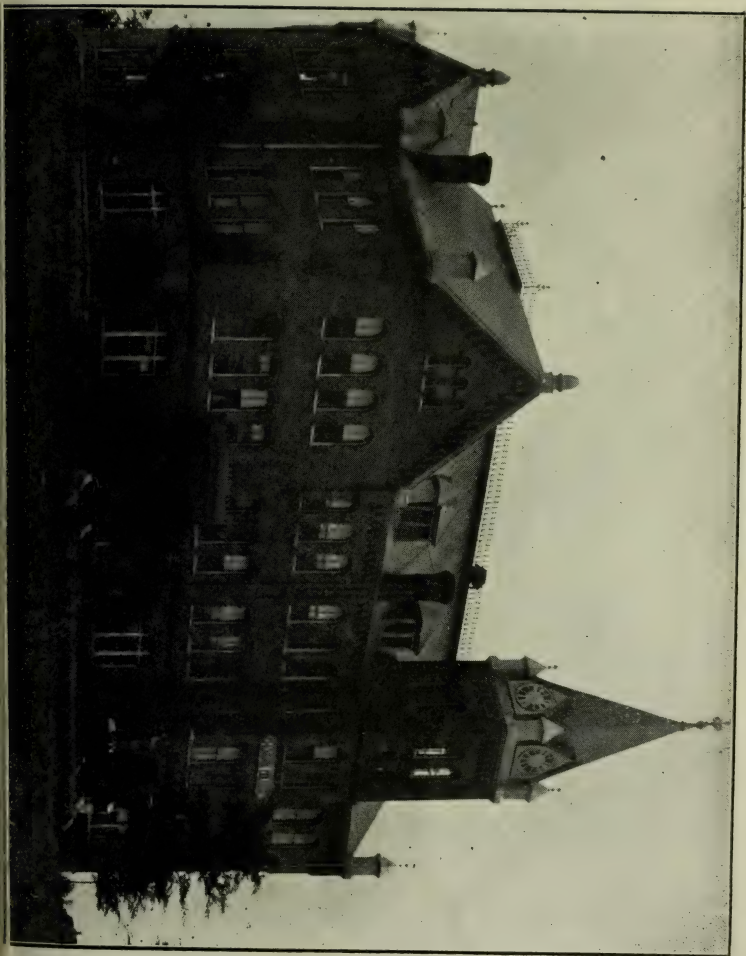
field in the state. Proper athletic events will be encouraged. Tennis, baseball and football teams were organized last year and much interest was shown in these games. Occasional holidays and a field day for outdoor sports, consisting of running, jumping, baseball, etc., will be pleasant diversions.

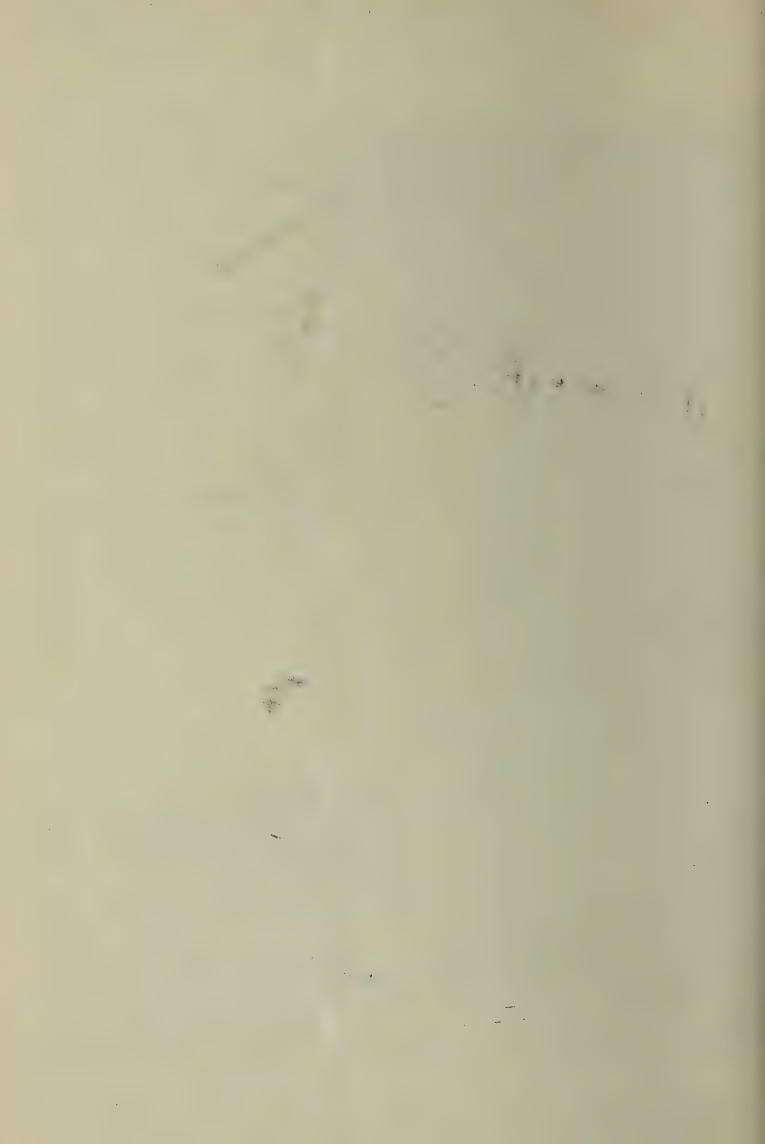
LIBRARY.

Students will have the use of the large library of Hendrix College. This is an excellent working library for students. Besides the long list of books of general reading it contains many reference books and a large number of current periodicals. No student who fails to use the library can get the best results from his school life. It is not a luxury but a necessity.

BOARD.

Students will find homes in the dormitories on the campus or in approved homes in town where they will have the oversight of Christian families. Tabor Hall is in charge of Prof. Martin and wife, who have had experience in keeping boarders. It is, we think, a safe place for boys. Many of our best students have roomed there. Students furnish their own rooms, usually at small cost, and sell the furniture when they leave. Those who expect to board on the campus should bring with them towels, sheets, pillow and blankets. Pupils must not change their boarding places without consent of the Principal.





"Nobody contents himself with rough diamonds."

We reserve the right to change the grouping of students when it seems necessary. Boarding house keepers are expected to co-operate with teachers in the enforcement of rules.

EXPENSES.

Tuition per term (three terms per year) in advance.....	\$14 00
Library fee per term, in advance.....	1 00
Matriculation fee, paid once, in advance.....	1 00
Fees for Science classes, per term.....	\$1 to 2 00
Board at Tabor Hall, including fuel, lights, room rent.....	\$9 to 11 00
Board, room, fuel, lights, in families.....	\$10 to 12 50
Laundry per month	1 00
Books per year.....	\$5 to 10 00
Furniture, according to student's taste.....	\$6 to 20 00

The entire expense for the year may be brought within \$140 and need not exceed \$175 in private families. Students will be charged from entrance to close of term. Tuition will not be refunded except for protracted sickness.

ADVANTAGES.

1. Personal supervision by a faculty of experienced teachers.
2. A cultured, moral, and healthful community.
3. Association in Y. M. C. A. and literary societies with college students of high character.
4. The full equipment and large library of Hendrix College.

"Pursue vigorously those studies that give accuracy in learning."

5. A reference library selected for academic students.

6. A student who is prepared in some subjects for college may pursue one study in College and others in the Academy.

7. A school life richer and fuller than that of public schools, yet more carefully directed than that of the colleges.

8. A high class training school under most favorable surroundings at reasonable cost.

For further information write to the Principal of the Academy, Conway, Ark.

SUMMARY OF COURSE OF STUDY.

MATHEMATICS.

- I. Grammar School Arithmetic.
- II. Arithmetic, New School Algebra.
- III. New School Algebra.
- IV. Plane Geometry, Higher Arithmetic.

LATIN.

- I. First Latin Book.
- II. Second Year Latin; Grammar.
- III. Cicero's Orations; Composition.
- IV. Aeneid; Composition.

HISTORY.

- I. Thirteen Colonies; Story of the English.
- II. Greece; Rome.
- III. U. S. History; Civil Government.

SCIENCE.

- I. Physical Geography; Physiology.
- II. Introduction to Physics.

GREEK.

- I. First Greek Book.

ENGLISH.

- I. Lessons in English; Classics.
- II. English Grammar; Literature.
- III. Practical Exercises, Composition; Entrance Requirements.
- IV. Guide to Literary Criticism; Literature, Rhetoric.

SENIOR PROGRAM.

DEBATE.

Resolved, That the liberties of a people are better secured under a Republican than under a Monarchical form of government.

AFFIRMATIVE.

E. L. McCoy.
A. E. Wilson.

NEGATIVE.

C. C. Hearnberger.
Paul McHenry.

SENIOR CLASS ROLL.

E. L. McCoy, Pres.	Paul McHenry.
Miss Effie Harrison, Sec.	J. F. Simmons.
Lucian Farris.	A. E. Wilson.
Chas. Deal.	Lynn Wade.
C. C. Hearnberger.	

SCHEDULE OF RECITATIONS.

9:00- 9:15	CHAPEL SERVICE.		
9:15-10:00	III English.	II English.	I English.
10:00-10:45	I Latin.	I Greek.	III History.
10:45-11:30	I History.	IV Mathematics.	II Science.
11:30-12:15		Geography.	III Science.
1:30- 2:15	IV English.	II History.	I Mathematics.
2:15- 3:00	III Latin.	III Mathematics.	II Mathematics.
3:00-3:45	IV Latin.	II Latin.	

Periods will be assigned for lessons in spelling and penmanship.
This schedule may be changed when circumstances require.

ROLL.

A. V. Adams	John Donnell
Clarence Akin	Sam Dorris
Edgar Alcorn	Frank Durham
Jamie Anderson	W. H. Duncan
Milo Arbuckle	Thos. East
Irvan Barger	Earl Edney
Asbury Bagwell	J. R. Ennis
Bruce Baugh	John Erwin
Cleveland Berry	Lucian Farris
Clyde Blewster	Edward Forrest
Arthur Bradley	C. L. Gardner
D. C. Bradford	Douglas Garland
A. L. Brown	C. O. Gray
C. A. Brown	Sam Gray
Frank Brown	Harrell Gist
Ed Bogy	Andrew Gordon
J. L. Bryant	Sallie Harris
H. R. Burnett	Effie Harrison
Sidney Bussell	Geo. Hartje
Douglas Byrd	C. C. Hearnberger
Kelse Caplinger	G. C. Hammons
Pierce Cantrell	Jewel Hamiter
Lee Cazort	Robt. Hardin
Don Chenault	Walter Henderson
Ned Christopher	Chester Hill
Winston Coble	Claude Hill
Conrad Cole	Allie Hill
Thomas Cole	Vivien Hill
Katie Clary	Robt. Holloway
Felix Cooper	W. B. Hubbell
W. H. Cox	Clyde House
M. F. Cox	John Hogue
Chas. Deal	Cad Henry
James Dismukes	E. T. Huffman
J. A. Dooly	Ben Hudgins

Woodward Hilliard
Bentley Hunt
Frank James
Chas. Jones
Edgar Jones
Madie Jones
Martin Jennings
E. M. Kelsey
L. P. Lark
Otis Lawrence
Wm. Locke
Hazel Locke
Clyde Lester
Minor Lyttle
Cecil Martin
Edgar Martin
Paul McHenry
E. L. McCoy
J. G. Menard
Jas. Martin
H. T. Mitchell
Carl Moss
D. H. Morden
Otis Moore
Geo. Murphy
W. M. Owen
J. O. Patterson
A. A. Parsons
Ben Parsons
Wm. Parker
Neil Peebles
Bruce Porter
Joe Rankin
Geo. Rains
Herbert Regan

J. A. Reynolds
Arthur Riggs
Robt. Robinson
Ora Russell
Geo. Shaw
Thos. Scott
Harry Sims
Chas. Smilie
Geo. Scroggin
Custer Steele
J. F. Simmons
McCullough Tate
Tignor Thompson
Needham Thompson
Carter Thomson
Roy Vann
Lynn Wade
Richard Watts
Harry Watson
Ben Waller
Norman Weaver
Roger Weems
Alva Wilder
Solon Wilder
Clarence Withers
Wm. Wilson
A. E. Wilson
C. F. Wilson
I. G. Williams
Pocahontas Williams
Geo. Wilkinson
Lula Wilkinson
Everett Woolf
Harry Wortham
W. W. Woolly
Robt. Yarbrough

INDEX.

Academy, Hendrix College.....	79	Graduates.....	62
Academy, Gentry.....	68	Greek Courses.....	22
Academy, Imboden.....	70	History Courses.....	23, 24
Academy, Mena.....	71	History of College.....	3, 4
Academy, Stuttgart.....	73	Janitors.....	53
Accredited Schools.....	78	Journal.....	51
Admission Examinations.....	12	Laboratory.....	49, 50
Admission Requirements.....	13	Land.....	56
Affiliated Academies.....	66	Latin Courses.....	26
Alumni Association.....	65	Lectures.....	53
Athletics.....	52	Librarians.....	53
Bachelor's Degree.....	37	Library.....	47, 48
Beneficiaries.....	45	Lights.....	44
Boarding.....	46	Literary Societies.....	50, 51
Board of Trustees.....	8	Location.....	54
Buildings.....	55	Manual, Student's.....	43
Calendar.....	2	Master's Degree.....	39
Campus.....	55	Mathematical Courses.....	27, 28
Central Baptist College.....	55	Mena Academy.....	71
Central Collegiate Institute.....	3	Mirror, The.....	51
Certificates.....	37	Museum.....	49, 50
Change of Name.....	4	Natural Science Courses.....	29
Choice of a College.....	58	New Students.....	52
Committees of Board.....	8	Officers of Board.....	8
Committees of Faculty.....	10	Orations, Senior.....	38
Control.....	5	Outline of Courses.....	18
Courses of Instruction.....	18	Ownership.....	5
Declamations.....	41	Parents.....	57
Degrees.....	37	Philosophy Courses.....	32
Departments.....	17	Political Science Courses.....	34
Discipline.....	42	Prizes.....	53
Dormitories.....	46	Purpose of College.....	6
English Courses.....	18	Reading Room.....	47
Entrance Examinations.....	13	Recitations.....	40
Entrance Requirements.....	12	Register of Students.....	60
Essays.....	41	Reports.....	40
Examinations.....	12, 40	Schedule of Recitations.....	36
Expenses.....	44	Sloan Academy.....	70
Faculty.....	9	Stuttgart Academy.....	73
Fees.....	44	Tabor Hall.....	46
Free Tuition.....	45	Teachers.....	56
French Courses.....	21	Theses, Senior.....	38
Furniture.....	46	Time of Opening.....	57
Galloway Female College.....	3	Trustees.....	7
German Courses.....	21, 22	Women, Admission of.....	47
Government.....	42, 43	Young Men's Christian Ass'n.....	51
Grades.....	37, 38, 40		

Galloway Female College

And Conservatory of Music

¶ The property of the Three Annual
Conferences in Arkansas.

¶ Handsome, commodious, well equipped
building.

¶ Our teachers are specialists from the
best schools of America and Europe.

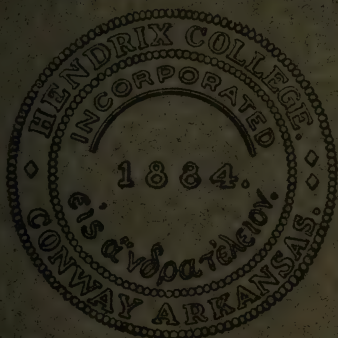
¶ An ideal Christian Home.

Situated at Searcy, Ark.
C. C. Godden, Pres.

3 H
-05

CATALOGUE HENDRIX COLLEGE AND ACADEMY

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OF THE
UNIVERSITY OF ILLINOIS



REGISTER FOR 1904-1905
ANNOUNCEMENTS FOR 1905-1906

Twenty-Second Annual

Catalogue

of

HENDRIX COLLEGE

CONWAY, ARKANSAS

Register for 1904-1905

Announcements for 1905-1906

1905:

PRESS OF CONWAY PRINTING COMPANY
CONWAY, ARKANSAS

COLLEGE CALENDAR 1905-06.

1905.

- Sept. 13.....First Term begins.
Sept. 13-16Entrance Examinations.
Sept. 18.....Y. M. C. A. Reception.
Sept. 24.....Opening Sermon.
Nov. 1.....Subjects for Senior Theses selected
 and subject of Prize Essay announced.
Nov. 30.....Thanksgiving Holiday.
Dec. 18-22.....Examinations.
Dec. 23.....Winter Recess begins.

1906.

- Jan. 2Second Term begins.
Feb. 22.....Joint Session of Literary Societies.
March 20-24.....Examinations.
March 24.....Third Term begins.
April 20.....Senior Theses submitted.
May 3.....Field Day.
May 28-June 1..Examinations.
June 3Commencement Sermons.
June 1-6Contests and Anniversaries.
June 4Annual Meeting of Trustees.
June 6.....Commencement Day.

HISTORY.

In 1883 the Arkansas Conference of the Methodist Episcopal Church, South, realizing the importance and the necessity of an institution of the highest collegiate grade, authorized its Centenary Committee to establish a College for men. The committee met at Altus, June 10, 1884, and purchased, subject to Conference ratification, the Central Collegiate Institute, from its owner, Rev. I. L. Burrow. This action was ratified at the ensuing session of the Conference. During the same year the Little Rock Conference became a joint owner, and in 1886 the White River Conference entered the alliance. In this way the interest and strength of the Church in Arkansas were concentrated upon one College, with the purpose of making it an institution worthy of the name.

As there was no college for girls, Central Collegiate Institute for five years admitted both sexes on equal terms. When, in 1889, Galloway Female College was opened, the Trustees of the Central Collegiate Institute decided that, while women should not be excluded, the institution should be primarily for young men; and that, on account of the work done and by virtue of its relation to lower schools, it should be a college. Accordingly, the name was changed to Hendrix College, in honor of Bishop Hendrix.

For several years the conviction had been growing in the minds of those who were in a position to understand the situation, that permanent success could be attained only in a stronger community, more centrally located. Hence, at their sessions in 1889, the question of location was considered by the three Conferences, and, by concurrent resolutions, the whole matter was referred to the College Trustees, for final settlement. January 1, 1890, the trustees, having met at Little Rock, after a full hearing of both sides, and after careful investigation of the claims of Altus, decided to receive propositions from towns desiring the College. March 19, 1890, at Little Rock, the Trustees received and considered propositions from seven towns; and, in consideration of centrality, a bonus of \$55,000, and other advantages, located the College at Conway. The property at Altus was sold, the College was transplanted, and in its new location has continued with increased vigor its important work.

OWNERSHIP AND CONTROL.

Hendrix College is owned by the Arkansas, Little Rock, and White River Conferences of the Methodist Episcopal Church, South, and is controlled through a Board of Trustees composed of eighteen members, six (three clerical and three lay) from each Conference, appointed in such a manner that the term of two members shall expire at the end of every Conference year. The property belongs in fee simple to the Church, and by concurrent resolution of the Conferences, the Trustees are forbidden to contract any debt for which the College property shall be liable. Thus after the present debt has been extinguished, the property will be absolutely safe. As the usefulness of the College may be greatly multiplied by liberal endowment and larger equipment, the friends of Christian education are urged to place more abundant means in the hands of the Trustees.

PURPOSE.

Hendrix College, founded and maintained by a Christian Church, is intended to be in the highest sense a Christian institution. While the College is denominational, it is not sectarian. Its doors are open to all who are earnestly seeking the truth. Believing that there is the deepest harmony between religion and learning, it encourages the freest investigation. Believing also that character is the essential thing in the formation of manhood, it seeks to have its students fashion their lives according to the spirit and example of the Great Teacher. It is not a professional school and does not seek to prepare men for this or that profession. Its aim is to give men larger views of life and to qualify them for better service to society, whatever industry they may engage in or whatever profession they may adopt. Its highest ambition is to aid in making men who will help to raise the standard of civic and social life.

BOARD OF TRUSTEES.

Representatives of the Arkansas Conference:

TERM EXPIRES.

H. F. ROGERS, Ft. Smith.....	1905
REV. F. S. H. JOHNSTON, Bentonville.....	1905
W. W. MARTIN, Conway.....	1906
REV. O. E. GODDARD, Morrilton.....	1906
G. P. JACKSON, Bentonville.....	1907
REV. J. M. HUGHEY, Conway.....	1907

Representatives of the Little Rock Conference.

T. B. LEIGH, Little Rock.....	1905
REV. J. H. RIGGIN, Camden.....	1905
P. D. ENGLISH, Little Rock.....	1906
REV. R. W. MCKAY, Prescott.....	1906
M. W. GREESON, Prescott.....	1907
REV. T. H. WARE, Little Rock.....	1907

Representatives of the White River Conference:

G. W. CULBERHOUSE, Jonesboro.....	1905
REV. W. C. DAVIDSON, Forrest City.....	1905
W. L. JEFFERIES, Clarendon.....	1906
REV. M. M. SMITH, Jonesboro.....	1906
R. R. JAMES, M. D., Cotton Plant.....	1907
REV. W. M. WILSON, Batesville.....	1907

OFFICERS OF THE BOARD:

President	W. W. MARTIN
Vice-President	J. H. RIGGIN
Secretary	P. D. ENGLISH
Treasurer	W. W. MARTIN
Financial Agent	F. S. H. JOHNSTON

COMMITTEES.

EXECUTIVE.

W. W. Martin, P. D. English, T. H. Ware, W. C.
Davidson, F. S. H. Johnston.

FINANCE.

W. W. Martin, P. D. English, M. M. Smith, O. E.
Goddard, F. S. H. Johnston.

REAL ESTATE AND IMPROVEMENT.

F. S. H. Johnston, P. D. English, W. W. Martin.

AUDITING.

J. M. Hughey, P. D. English.

FACULTY.

STONEWALL ANDERSON, A. B.,
(Hendrix College.)

PRESIDENT AND PROFESSOR OF PHILOSOPHY.

WALTER EDWIN HOGAN, A. B.,
(Hendrix College.)

PROFESSOR OF MATHEMATICS AND GERMAN.

GEORGE HUTCHISON BURR, A. M.,
(Central College.)

PROFESSOR OF NATURAL SCIENCE.

LOUIS CRANSIEL PERRY, M. A., B. D.,
(Vanderbilt University.)

PROFESSOR OF HISTORY AND POLITICAL SCIENCE.

TO BE SUPPLIED.

PROFESSOR OF LATIN AND GREEK.

CHARLES JEROME GREENE, A. B.,
(Henderson College, Vanderbilt, Chicago.)

PROFESSOR OF ENGLISH AND FRENCH.

JAMES DANIEL CLARY,
(Webb School and Vanderbilt University.)

PRINCIPAL OF THE ACADEMY.

SAMUEL SPILLMAN WATERS,
(McTyeire Institute.)

ADJUNCT PROFESSOR OF LATIN AND GREEK AND TEACHER
IN THE ACADEMY.

TO BE SUPPLIED.

ADJUNCT PROFESSOR OF ENGLISH, MANAGER OF TABOR HALL
AND TEACHER IN THE ACADEMY.

OFFICERS OF THE FACULTY.

PRESIDENT.....	S. ANDERSON
VICE PRESIDENT.....	C. J. GREENE
SECRETARY.....	W. E. HOGAN
LIBRARIAN.....	L. C. PERRY
SENIOR ASSISTANT LIBRARIAN.....	
JUNIOR ASSISTANT LIBRARIAN.....	

COMMITTEES OF THE FACULTY.

SCHEDULE.

Professors Greene, Hogan, and Clary.

LIBRARY.

President Anderson and Professor Perry.

ATHLETICS.

Professors Perry and Waters.

PUBLICATIONS.

Professors Burr, Hogan, and Greene.

ENTRANCE REQUIREMENTS.

CHARACTER.—Only students of good moral character are admitted. Certificates or recommendations from former teachers and from ministers or others who are well known in their respective communities should be presented.

SCHOLARSHIP.—The preparation of students who seek admission to the Freshman class will be ascertained in the following manner:

1. A student who brings a certificate from the principal of an accredited school will be permitted, without examination, to enter classes for which his certificate shows he is prepared. If at the end of one month he has failed to sustain himself, he will be conditioned and may be required to make up deficiencies.

2. If a student does not present a certificate and has not been previously examined, he will be examined at the College on Wednesday and Thursday at the opening of the Fall Term. Examinations begin at 10 a. m., September 13.

SUBJECTS.—All candidates for admission are examined in English, History, Latin, Mathematics and one Elementary Science. Examinations in Greek,

French, German, and elementary Sciences are offered to students who expect to take courses requiring them. The amount and kind of work and the time which should be given in an academy to each subject to prepare for Freshman class, are indicated in the following outline:

I. ENGLISH.—Candidates for admission to the Freshman Class in English are expected to show a knowledge of English grammar, some proficiency in English composition, and an acquaintance with English Literature such as may be obtained from a careful study and reading of the books given in the list below:

Grammar.—Buehler's, Meikeljohn's, Longman's, Allen's, and Kittredge & Arnold's grammars are recommended. Too much stress can not be given to this work in the secondary schools of the state.

Composition.—Ability to write clear and correct English is expected of all students who present themselves for admission to the Freshman class in English. The proper preparation of this work includes constant practice in writing, based upon some elementary text-book in composition and rhetoric. Carpenter's Elements of Rhetoric and English Composition, or Hill's Foundations of English is recommended. Students whose work is seriously defective in spelling, grammar, punctuation, sentence structure, or division into paragraphs will be required to enter one of the preparatory classes in English.

Literature.—Two lists of books are given, one for Study and Practice, the other for General Reading. The examination on the books for Study and Practice pre-supposes the thorough study of the books named, and will be upon subject matter, form, and structure. The books required for General Reading are to be read out of class. The candidate will be

expected to show a general knowledge of the subject matter, and to answer simple questions on the lives of the authors.

The following are the books for 1905 and 1906. Equivalents will be accepted.

A. For Study and Practice: Shakespeare's *Macbeth*; Milton's *Lycidas*, *Comus*, *L'Allegro*, and *Il Penseroso*; Burk's *Speech on Conciliation with America*; Macaulay's *Essays on Milton and Addison*.

B. For General Reading 1905 and 1906: Addison's *Sir Roger de Coverly Papers*; Carlyle's *Essay on Burns*; Coleridge's *Ancient Mariner*; Goldsmith's *Vicar of Wakefield*; Lowell's *Vision of Sir Launfal*; Scott's *Ivanhoe*; Shakespeare's *Merchant of Venice*; Shakespeare's *Julius Caesar*; Tennyson's *Princess*.

To prepare thoroughly for Freshman class, students in high schools and academies, after doing elementary work in English, should spend at least three years on the work outlined above.

2. HISTORY.—United States. McLaughlin, Montgomery, or Eggleston will serve to suggest the amount of preparation.

Civil Government—Some work like McCleary, or Townsend should be completed. Both state and national governments should be studied.

General History.—A General History, such as West, Meyers, or Fisher, should be mastered; or a Greek History, like Meyers, or Botsford, and a Roman History, like Myers and Allen; or a History of England, like Montgomery's, may be substituted for Greek History.

In the high school one year should be given to United States History; five months to civil government; and one year to General History, or to Roman History and Greek or English.

A fair knowledge of both ancient and modern geography is presumed and may be tested in history examination.

3. **LATIN.**—Caesar, four books; Cicero, four orations against Cataline; Virgil, four books, including Latin metre and versification; Latin Composition; Roman Mythology; translation into Latin of simple sentences and of connected English prose based on Caesar and Cicero.

In the high school, forms and rules should be thoroughly learned, and, in connection with both reading and prose, Latin Syntax should be carefully studied. Special attention should be paid to the etymology of English words derived from Latin roots and to the acquisition of as large a vocabulary as possible. The quality of the work rather than the amount read is the desideratum. In the high school three or four years should be given to this work.

4. **MATHEMATICS.**—Arithmetic, Wentworth's Grammar School or its equivalent.

Algebra.—Factoring, L. C. M., G. C. D., Fractions, Simultaneous Equations, Involution, Evolution, and Quadratics.

Geometry.—All of Plane Geometry; ability to demonstrate theorems and to do original work.

In an academy or high school, such a book as Wentworth's Grammar School Arithmetic should be mastered; some high school Algebra, such as Milne or Wentworth, should be completed; Plane Geometry, such as Wentworth, should be completed.

5. **PHYSICS, PHYSIOLOGY, PHYSICAL GEOGRAPHY.**—Any of these three subjects may be offered for entrance. In the high school six months to a year should be given to each subject, much of the time being devoted to experimentation. Such texts as Gage's Elementary Physics, Martin's Human Body (Briefer Course), or Hutchinson's Elementary Physiology, and Davis's Physical Geography should be used.

6. **GREEK.**—First Greek Book (White, or its equivalent); Anabasis, about one book; Prose Composition (Pearson) based on the Anabasis read.

In the high school about fifteen or eighteen months should be given to Greek. The student should be well versed in Greek inflections and Syntax and be able to translate with ease into Greek easy prose of Xenophon, or such as is found in Collar and Daniel's Beginner's Greek Composition.

7. FRENCH.—Thorough knowledge of the forms, familiarity with the principles of syntax, ability to translate easy English prose into French, and the reading of 300 or 400 pages of easy prose, are required.

8. GERMAN.—Thorough knowledge of the forms, familiarity with the principles of syntax, ability to translate easy English prose into German, and the reading of 150 or 200 pages of easy prose, are required.

High school students may prepare in French or German in one year if they are mature and well advanced in other subjects, otherwise two years will be necessary.

Advanced students from reputable colleges are received on certificate and allowed such credit as their previous work may justify, but unsatisfactory class-work may lead to the withdrawal of credit and to the requirement of examinations. Certificates should give detailed statements of subjects studied, time spent, amount of work, and final standing in each.

DEPARTMENTS AND COURSES OF INSTRUCTION.

The work of the College is divided among the following Departments: English, French, German, Greek, History, Latin, Mathematics, Natural Science, Philosophy, and Political Science.

Usually a subject to which one recitation a week is given throughout the year has a value of one; or three recitations a week for one term give a subject a value of one. Unless it is otherwise stated, courses should be pursued in the order in which they are placed in the outline. In making up electives any course which is complete in itself may be counted, subject to conditions named in the course. Alternative courses are offered in such a manner that students by proper election may pursue both courses. The requirements for a degree are given after the outline of the courses. The figures in parentheses indicate the number of hours a week given to the recitations of the respective classes.

Each student is required to take work amounting to not less than twelve hours a week, and is not allowed to take more than eighteen. A variation from maximum or minimum requirements will be allowed by the Faculty only on presentation of a written statement

detailing the work and condition of the applicant. Permission thus given may be withdrawn if the results are not satisfactory.

OUTLINE OF COURSES.

ENGLISH.

PROFESSOR GREENE.

1. RHETORIC.—The theory of rhetoric, with practical exercises illustrating and applying the principles of the text, Practical skill in writing is gained from the preparation of weekly themes and fortnightly essays. Text-book, Newcomer's Elements of Rhetoric. For Freshman. (2.) Throughout the year.

2. INTRODUCTION TO ENGLISH POETRY.—This course aims to acquaint students with the elements of poetic form, and to help them to an intelligent interest in poetry. The spiritual or deeper meaning in poetry is emphasized. Text-book, Pancoast's Standard English Poems. For Freshmen. (1.) Throughout the year.

Parallel reading for Freshmen: Carlyle's Heroes and Hero Worship; DeQuincey's Confessions of an English Opium-Eater; Ruskin's Sesame and Lilies; Dicken's Old Curiosity Shop; and Thackeray's Vanity Fair.

3. a. ENGLISH COMPOSITION. Advanced Course.—Narration, description, and exposition. A study of principles and models. A theme each week, and six essays during the term. Text-books: Fletcher & Carpenter's Introduction to Theme Writing; Brewster's Specimens of Narration; Baldwin's Speci-

mens of Prose Descriptions; and Lamont's Specimens of Exposition. For Sophomores. (3.) First term.

b. PRINCIPLES OF LITERARY CRITICISM.—The purpose of this course is two-fold: (1) To cultivate in students a critical appreciation of literary beauty; and (2) to help them to discover facts for a science of literary criticism. The course will be particularly helpful to those who expect to make a special study of literature, and serves as an introduction to courses 4 *b*, 4 *c*, and 5 *c*. Winchester's Principles of Literary Criticism is used as a basis of work. Collateral reading will be assigned. For Sophomores. (3.) Second Term.

c. CHAUCER AND MILTON.—Reading and the study of the Prologue and selections from the Canterbury Tales, and parts of Paradise Lost. Text-books: Corson's Selections from the Canterbury Tales; Rouse's edition of Paradise Lost (Macmillan). Parallel reading in these authors will be assigned. For Sophomores. (3.) Third term.

4. *a.* ARGUMENTATION. Advanced course.—A critical study of the principles of argumentation, with preparation of briefs and argumentative essays. Text book, Baker's Principles of Argumentation. For Juniors and Seniors. (3.) First term.

b. SHAKESPEARE.—Four or five plays are read and discussed in class and about twice as many are assigned as parallel reading. The plays are so selected as to illustrate the author's range and the variations of his art in the successive periods of his life. Constant reference is made to the critical works of Moulton, Dowden, Corson, and Snider. Papers by the class. The Arden edition of Shakespeare is used. For Juniors and Seniors. (3.) Second term.

c. THE ROMANTIC MOVEMENT OF THE EIGHTEENTH CENTURY.—A study of English poetry from about 1760 to 1830. Reading and interpretation of representative poems of Burns,

Wordsworth, Coleridge, Byron, Shelley, and Keats. Lectures on the cause and significance of the Romantic Movement in literature. Papers by the class on work suggested by the course. Any complete edition of the poets studied may be used as texts. Parallel reading will be assigned. For Juniors and Seniors. (3.) Third term.

5. *a.* ANGLO-SAXON.—Grammar, and reading of sections from Anglo-Saxon prose and poetry. Text-books: Cook's First Book in Old English; Bright's Anglo-Saxon Reader. For Juniors and Seniors. (3.) First term.

b. PROSE WRITERS OF THE NINETEENTH CENTURY.—Special attention is given to the writings of De Quincey, Macaulay, Thackeray, Carlyle, Ruskin, and Newman. Selected essays from these authors are read, and considered both in reference to their substance (the topics treated and the light they throw upon contemporaneous history) and to their style. Clark's Study of English Prose Writers is used as a basis of work. Papers by the class. Parallel reading will be assigned. For Juniors and Seniors. (3.) Second term.

c. ENGLISH LITERATURE OF THE VICTORIAN AGE.—Tennyson, Browning, and Matthew Arnold. Representative poems of these authors are read and discussed in class. Lectures on the principal movements in literature during this period. Parallel reading will be assigned. Text-books: Corson's Introduction to Browning, and any good edition of Tennyson and Matthew Arnold. For Juniors and Seniors. (3.) Third term.

FRENCH.

PROFESSOR GREENE.

1. GRAMMAR (Fraser & Squair), including all the forms and the principal irregular verbs. Reading of about two hundred pages of easy prose. Pronunciation, composition, and sight reading. This course, or its equivalent, is required for admission to the Freshman class, unless German or Greek is offered instead. When taken as a college elective it has a value of three. (4.) Throughout the year.

2. Careful reading, in class, of the best productions of classics and modern writers, such as Corneille, Moliere, Racine, Dumas, Hugo, Balzac, Lamartine, Vigny, Gautier. Parallel reading, sight-reading, and composition. The authors and books read are varied from year to year. (3.) Throughout the year.

3. Extensive reading of the larger and more difficult works of the best authors. Study of French Literature. Writing of essays and critiques in French and English. Parallel reading will be assigned. (3.) Throughout the year.

GERMAN.

PROFESSOR HOGAN.

1. GRAMMAR (Thomas), Part I. Reading of about one hundred and fifty pages of easy prose. Composition and sight-reading. This course, or its equivalent, is required for admission to the Freshman class, unless Greek or French is offered instead. When taken as a college elective it has a value of three. (4.) Throughout the year.

2. Careful reading, in class, of the best authors, such as Goethe, Schiller, Lessing, Freytag, Heine. Parallel reading,

sight-reading, grammar, and composition. The authors and books read are varied from year to year. (3.) Throughout the year.

3. Extensive reading of the larger and more difficult works of the best authors. Study of German Literature. Writing of essays and critiques in German and English. (3.) Throughout the year.

GREEK.

1. Xenophon, *Anabasis*; Homer, *Illiad* or *Odyssey*; Prose Composition; Grecian Mythology. As the main object of this year's work is to train students in the reading of Greek, much attention is given to grammatical forms and constructions, and to the acquisition of a good Greek vocabulary; sight translation is constantly practiced. Some collateral reading, especially in connection with the study of Homer, is required. (3.) Throughout the year.

2. Lysias, Plato, and Euripides or Sophocles; collateral reading in English. This course is made the basis for a general study of oratory, philosophy, and the drama as developed among the Greeks. Particular attention will be given to the life, character, and teachings of Socrates, and to the social and political condition of Athens. (3.) Throughout the year.

The following courses are offered for the benefit of those who may wish to pursue the study of Greek beyond the third year. They will be given in alternate years so that students who so desire may take both years' work.

3. *a.* Homer, selected books of the Odyssey. For rapid reading. (2.) First term.

b. Euripides and Sophocles, selected plays. (2.) Second and third terms.

c. In harmony with the above courses optional work will be offered on the Homeric Question, and the Origin and Development of the Greek Drama. Instruction will be by lecture, and students will be given themes for investigation.

4. *a.* Demosthenes or Aeschines. (2.) First term.

b. Plato, selected portions. (2.) Second term.

c. Aeschylus, Agamemnon: Introduction to text criticism. (2.) Third term.

5. History of Greek Literature, with lectures on its relation to the political and social life of the people. Themes for investigation by students. Optional. (1.)

HISTORY.

PROFESSOR PERRY.

I. MEDIAEVAL AND MODERN EUROPE.—Dissolution of the Empire; influence of the Church in reorganizing society; Monasticism; growth of the Papacy and its struggle with the Holy Roman Empire; Feudalism; the Crusades; absolutism and the rise of national states; period of discovery and colonization; rise of Universities; the Renaissance in literature and art; the Reformation and religious wars; the struggle for religious and political liberty in England. Text-book: Robinson's History of Western Europe, with supplementary lectures and collateral reading. Required of Freshmen. (2.) Throughout the year.

2. THE FRENCH REVOLUTION AND EUROPE IN THE NINETEENTH CENTURY.—Careful Study of the social and financial condition of France before the Revolution; public agitation; progress of the Revolution; the work of Napoleon; development of national consciousness in the European states; fall of Napoleon and the reactionary Congress of Vienna; Revolutions of 1830, 1848 and 1870; unification of Italy and Germany; democracy in England; the Eastern Question; partition of Africa. Instruction as in the preceding course. Text-books: Mathews' French Revolution and Mueller's Political History of Recent Times. For Sophomores. (2.) Throughout the year.

3. *a.* POLITICAL AND CONSTITUTIONAL HISTORY OF THE UNITED STATES: The Colonies to 1774.—This subject will be studied mainly from the institutional point of view. Contrasts between the corporate and proprietary colonies in their planting and later development; local self-government; the machinery and policy of imperial control; change to royal provinces; imperial taxation and revolt. Text-book with supplementary lectures and frequent references to Doyle, McCrady, Bancroft, Egerton, Ashey, and others. For Juniors or Seniors. (3.) First term.

b. The Revolution and the Union to 1829.—First efforts at Union; the Continental Congresses and the Confederation; formation and adoption of the Constitution; domestic and foreign affairs; division into national and States-rights parties; first expansion; war of 1812; readjustment; Missouri Compromise. Library work and lectures. For Juniors or Seniors. (3.) First term.

c. The United States From 1829 to 1900.—Democracy and the rising power of the West; tariff and nullification; destruction of the national bank, and wildcat banking; territorial acquisitions and their organization; slavery and the struggle

in Kansas; secession; emancipation and enfranchisement of the negro; carpet-bag rule; Reconstruction and its undoing; tariff and financial legislation; war with Spain and its results. Text-book with supplementary lectures and collateral reading, also topics for investigation.

Course 3 offered in 1904-05, to be offered again in 1906-07.

4. *a.* POLITICAL AND CONSTITUTIONAL HISTORY OF ENGLAND: Early England to Magna Charta.—This course will deal with the union of the petty kingdoms and the foundation of the nation, the Norman Conquest, the introduction of feudalism, and the struggle of the barons with King John. For Juniors or Seniors. (3.) First term.

b. England from the Magna Charta to the Revolution of 1688.—Special attention will be given to the decay of feudalism and the growth of the power of the kings, to the judiciary, the Rise of Parliament, and the struggle for religious and political liberty. For Juniors or Seniors. (3.) Second term.

c. England Since the Revolution of 1688.—The rise of parties, increasing power of Parliament, growth of the Cabinet, democratization of the nation, triumph of Parliamentary government; imperial expansion; social legislation. Text-book with supplementary lectures and frequent references to Green, Stubbs, Hallam, Gneist, Dicey, and Anson. Topics for investigation and discussion in class. For Juniors or Seniors. (3.) Third term.

To be offered in 1905-06.

LATIN.

1. *a.* Livy, selected books; History of Roman Literature. For Freshmen. (3.) First term.

b. Pliny or Cicero, selected letters. Pliny's letters are studied for the purity of style and language, and for the light they shed upon contemporary history, society, and literature. Those of Cicero are of surpassing interest for the view given of the private life of their author. For Freshmen. (3.) Second term.

c. Horace, Satires and Epistles. The Satires are studied for the light they throw on Roman social life and character in the time of Horace, and as illustrating a characteristic, as well as the most original, type of Latin poetry. For Freshmen. (3.) Third term.

2. *a.* Horace or Catullus, Carmina. These are studied chiefly from a literary point of view as illustrating the highest excellence of Roman Lyric Poetry. The metres, historical relations, and mythology also receive attention. For Sophomores. (3.) First term.

b. Tacitus, Agricola and Germania. Attention is directed to this author's style, to his methods as a philosophical historian, and to his artistic and dramatic power in analyzing character. For Sophomores. (3.) Second term.

c. Plautus, Captivi. Informal talks on the writers of Roman comedy, and on the sources of their inspiration. For Sophomores. (3.) Third term.

Frequent exercises in Prose Composition, either taken from some book, or specially prepared from the authors read in class, will be required throughout the Freshmen and Sophomore years. Much emphasis is laid upon sight trans-

lation. Collateral reading is required in all the college classes.

The following courses are elective and may be taken by either Juniors or Seniors. They will be given in alternate years, so that students who desire may take both years' work.

3. *a.* Cicero, Brutus de Claris Oratoribus. (2.) First term.

b. Tacitus, Annals. (2.) Second term.

c. Plautus, Pseudolus; Terence, Andria. (2.) Third term.

4. In harmony with the above, courses will be given embracing a study of Roman Oratory, Roman Antiquities, and the Origin and Development of the Roman Comedy. Instruction will be by lecture, and themes will be assigned for investigation. Optional. (1.)

5. *a.* Vergil and Ovid, rapid reading. (2.) First term.

b. Juvenal, Satires. (2.) Second term.

c. Plautus, Trinummus; Terence, Phormio. (2.) Third term.

6. LATIN LITERATURE.—Lectures will be given upon individual authors, with extracts from the same, and essays will be required of students on subjects to be assigned. Optional. (1.)

MATHEMATICS.

PROFESSOR HOGAN.

1. *a.* COLLEGE ALGEBRA (Wells).—Special attention is given to ratio, proportion, indeterminate equations, the binomial

theorem, convergence and divergence of series. (3.) First term.

b. GEOMETRY (Wentworth Revised).—The work begins with the solution of numerous original propositions in Plane Geometry, proceeds through Solid Geometry, with exercises, and closes with a brief course in Geometrical Conic Sections. For Freshmen. (3.) Second term.

c. TRIGONOMETRY (Lyman & Goddard).—Plane Trigonometry completed, embraces the use of logarithmic tables, the usual applications to problems of heights, distances, etc. For Freshmen. (3.) Third term.

2. *a.* A rapid review of Plane Trigonometry, and completion of Spherical Trigonometry, with numerous exercises and applications to solution of spherical triangles. For Sophomores. (2.) First term.

b. ANALYTIC GEOMETRY (Nichols).—Construction and discussion of equations of the straight line, the circle, the conic sections. Discussion of the General Equation of the second degree. For Sophomores. (2.) Second and third terms.

3. CALCULUS (Osborne).—The entire year is devoted to the principles and applications of the Differential and Integral Calculus. For Juniors. (2.) Throughout the year.

4. DESCRIPTIVE GEOMETRY.—For Seniors. (2.) First and second terms.

5. SURVEYING.—For Seniors. (2.) Third term.

Courses 3, 4, and 5 are elective and will be given only when elected by three or more students.

NATURAL SCIENCE.

PROFESSOR BURR.

1. ZOOLOGY.—This course consists of recitations and practical work in the laboratory. Some of the more common forms of animal life will be studied. Orton's Comparative Zoology and Colton's Practical Zoology. For Freshmen. (2.) Throughout the year.

2. BOTANY.—This course extends throughout the year, so that field work may be done during the fall and spring terms. During the winter term the work will be confined to the study of plant Physiology. Students will be required to prepare herbariums of about seventy-five plants. Gray's School and Field Book of Botany. For Freshmen. (2.) Throughout the year.

3. CHEMISTRY.—The aim of the course is: First, a general knowledge of chemical phenomena; second, a thorough knowledge of Theoretical Chemistry and Stoichiometry; third, a careful study of the elements and their more important compounds; fourth, methods and work in Analysis, Qualitative and Quantitative.

THEORETICAL CHEMISTRY.—The work begins with a careful study of a number of chemical phenomena which are used as a basis for the deduction of a general chemical theory. Numerous problems in stoichiometry are solved. Each student is assigned a desk in the laboratory, furnished with apparatus and chemicals and it is required that every statement shall be illustrated and verified by experiment. Remsen's College Chemistry. For Sophomores. (3.) Throughout the year.

4. QUALITATIVE ANALYSIS.—The Junior year is devoted to a study of Qualitative Analysis—four hours per week of practical work in the laboratory being required. The labor-

atory is a large, well ventilated, well lighted room, supplied with convenient working tables, vacuum filtration, hoods for noxious vapors, constant water supply, delicate balance, and all apparatus necessary for a thorough course in Qualitative and Quantitative Analysis. Noye's Qualitative Analysis. Fresenius for reference. (2.) Throughout the year.

5. ORGANIC CHEMISTRY.—A course in Organic Chemistry consisting of recitations, lectures and laboratory work will be offered during the Junior year. Prerequisite, Inorganic Chemistry. Perking and Kipping. (3.) Throughout the year.

6. QUANTITATIVE ANALYSIS.—A course in volumetric and gravimetric analysis has been arranged for the accommodation of students who may desire a more extended course in chemistry. The work consists of four hours per week of laboratory work. Cairn's Quantitative Chemical Analysis. Fresenius for reference.

This course is an elective for students who have taken Inorganic Chemistry and Qualitative Analysis. (2.) Throughout the year.

7. PHYSICS.—In the advanced course the First Term is devoted to Mechanics of both Solids and Liquids and Gases; the Second Term to Sound, Light, and Heat, and the Third to Electricity and Magnetism. A text-book on general Physics is used, but is largely supplemented by experimental demonstrations. The student is led to note the general principles of Mechanics that apply throughout, and particular attention is given to such facts and principles as can be turned to practical account. The solution of a large number of problems is required and each student must keep a note book in which he records the results of all experiments. Hastings & Beech. Prerequisites: Chemistry and Plane Trigonometry. For Juniors. (3.) Throughout the year.

8. A more advanced course in Physics will be offered for those who have taken the subject in the Junior year and who may desire a more extended study. Electricity and Magnetism are offered for 1905-1906. Text to be announced. For Seniors. (3.) Throughout the year.

9. ASTRONOMY.—The aim of this course is to give the student a general knowledge of mathematical, descriptive, and physical Astronomy. The course is based upon text-book work. The facts with which all educated persons are supposed to be acquainted are committed to memory; the constellations are pointed out, and an opportunity is offered for observing the sun, moon, and planets through the telescope. In the computation of the size, weight, and orbits of heavenly bodies the students meet with problems which afford a good test of their mathematical acquirements. The history and development of the science is laid before them, and their attention is invited to the process of reasoning by which the sublime generalizations of Modern Astronomy have been achieved. Prerequisites: Physics and Sophomore Mathematics. Young's General Astronomy. For Seniors. (2.) Throughout the year.

10. PHYSIOLOGY.—The course in Human Physiology consists of text-book recitations and lectures, with demonstrations. The microscope is used, furnishing valuable aid in the study of the tissues. Hygiene is made a large element of the work. The study of the Human Body is supplemented throughout by a comparative study of the various orders of the animal kingdom. The course extends through the year and is open only to students who have taken the course in Sophomore Chemistry and Freshman Zoology. Martin's Human Body (Advanced Course). For Juniors, (3.) Throughout the year.

11. a. MINERALOGY.—This course is intended to make

the student familiar with the more common minerals, and to enable him to recognize the rock-making species in their ordinary association as rock masses. In the laboratory much practice is given in the determination of minerals, from fifty to seventy-five minerals being submitted for determination by means of the blow-pipe. Prerequisite: Chemistry. Dana's Manual of Mineralogy and Petrography. For Seniors. (3.) First term.

b.-c. GEOLOGY.—The work in Geology is given by textbook recitations, supplemented by lectures and excursions for field work. The following topics are treated: The geological forces and agencies, or the dynamics of the earth's crust; the interaction of internal heat and atmospheric agencies; the effects of heat, frost, chemical forces, glaciers, etc.; the destruction, transportation, and formation of rock; the origin of mountains; the phenomena of earthquakes, volcanoes, and geysers; and the structure of rocks and rock masses. The work is completed by a rapid review of Historical Geology. Prerequisites: Chemistry and Mineralogy. Le Conte's Elements of Geology. For Seniors. (3.) Second and third terms.

PHILOSOPHY.

PRESIDENT ANDERSON.

I. a. PSYCHOLOGY.—Davis' Elements of Psychology will be used as a basis for recitations. Discussions, theses, and reviews of standard writers are required. (3.) First term.

b. LOGIC.—Davis' Elements of Deductive and Inductive Logic will be used as a text with constant reference to other works. (3.) Second term.

c. ETHICS.—The text used will be Davis' Elements of Ethics. The work of this term aims to give a thorough

knowledge of the ethical doctrines of the author, then as far as practicable to acquaint the learner with other and opposing doctrines, the whole course serving to establish the student in the principles of moral truth. (3.) Third term.

Course 1 is required, and may be taken by Juniors or Seniors.

2. THE BIBLE.—A course in the English Bible will be given. It will vary from year to year, according to the preparation and purpose of the class, and may be so arranged that students who pursue the course one year may have different work for a second course. (1.) For Juniors or Seniors. Throughout the year

3. CHRISTIAN EVIDENCES.—Fisher's, *The Grounds of Theistic and Christian Belief* may be used as the text-book, but students are required to consult such authors as Seth, Flint, McCosh, Hopkins, Robinson, Alexander, and Gregory and to prepare papers on selected topics. For Seniors. (1.) Throughout the year.

4. CHRISTIAN MISSIONS.—Whenever three or more students desire it, this course will be given. The details will be arranged according to the preparation and purpose of the class. For Juniors or Seniors. (1) Throughout the year.

5. *a.* HISTORY OF PHILOSOPHY.—(1.) First term.

b. ETHICAL THEORIES. (1.) Second term.

c. ADVANCED LOGIC.—(1.) Third term.

Courses 5, *a*, *b*, *c*, are Senior Electives for students who have completed 1, *a*, *b*, *c*. They will be given only when elected by three or more students. The details of each course will be arranged when the class is formed.

POLITICAL SCIENCE.

PROFESSOR PERRY.

1. *a-b.* NATIONAL AND COMMONWEALTH GOVERNMENTS.—A study of the principal European and American states and of the commonwealths of the United States. In the former attention will be directed mainly to such parts of the governments as are of constitutional origin; in the latter to the manner in which the commonwealths have dealt with suffrage, education, taxation, and public and private corporations. Wilson's *The State* will be used as a text, with frequent references to Burgess, Bryce, and to the texts of the constitutions. Special reports by students. Notebooks required. For Juniors or Seniors. (3.) First and second terms.

c. INTERNATIONAL LAW.—Nature of international law; its historical development, especially in the nineteenth century, and the contribution of the United States to this development; the laws of peace, and of war; obligations of neutrality. Text-book with references to the standard writers and to cases. For Juniors or Seniors. (3.) Third term.

Course I was offered in 1904-05.

2. *a.* ELEMENTS OF POLITICAL ECONOMY.—Bullock will be used as a text, with frequent references to the standard writers. Survey of the development of the more important theories. Brief topics for investigation by the students. For Juniors or Seniors. (3.) First term.

b. ADVANCED COURSE.—A course dealing more with theory and covering topics not handled in 2-*a*, such as "System of Taxation," "Municipal Problems," etc. The course will be partly by lecture and partly by such texts as Hadley and Marshall. For Juniors and Seniors. (3.) Second term.

c. TRADES UNIONS AND THE LABOR MOVEMENT.—An his-

torical and comparative study of the trades union movement in the United States and in foreign countries. Negotiation and maintenance of wage-compacts; methods of arbitration, conciliation and adjustment; trades-union insurance and provision for the unemployed; incorporation and employees' liability; the precipitation and conduct of strikes; and in general all concrete issues involved in the organization of labor for collective bargaining with employers, with especial reference to the working programs of the more important trades unions at the present time. For Juniors or Seniors. (3.) Third term.

Course 2 will be offered in 1905-06.

3. *a.* AN INTRODUCTION TO SOCIOLOGY.—The object of this course is to give the student a synthetic view of social phenomena, and to acquaint him with the current theories of social interpretation. By lecture and text: Small & Vincent's Introduction to the Study of Society. For Juniors or Seniors. (3.) First term.

b-c. During each of the other terms some special phase of the social problem will be studied. The effort will be to study that problem which at the time is the most prominently before the country. If there is a good text on the subject it will be used with the lecture. For Juniors or Seniors. (3.) Second and third terms.

Course 3 will be offered in 1906-07.

SCHEDULE OF RECITATIONS, 1905-1906.

	8:00-9:00	9:15-10:15	10:15-11:15	11:15-12-15	1:30-2:30	2:30-3:30	3:30-4:30
Tuesday.	English, 3. Nat. Sci., 11. German, 3.	Greek, 2. German, 2. History, 4. English, 1, 2.	Math., 1. Latin, 2. Philosophy, 1. French, 2.	German, 1. Political Sci., 2. Latin, 1. Nat. Sci., 8.	Nat. Sci., 3. English, 5.	French, 1. Nat. Sci., 7. Greek, 1. Math., 4, 5.	
Wed.	Nat. Sci., 9.	Math., 2. Nat. Sci., 1. French, 3.	History, 1. Greek, 4. Philosophy, 2.	Philosophy, 4. German, 1.	Nat. Sci., 4. History, 2. Latin, 3.	French, 1. Math., 3.	
Thurs.	English, 3. Nat. Sci., 11. German, 3.	Greek, 2. German, 2. English, 1, 2. History, 3.	Math., 1. Latin, 2. Philosophy, 1. French, 2.	Political Sci., 1. Latin, 1. Nat. Sci., 8.	Nat. Sci., 3. English, 5.	Nat. Sci., 7. Greek, 1. Math., 4, 5. French, 3.	
Friday.	Nat. Sci., 9.	Math., 2. Nat. Sci., 1. French, 3.	History, 1. Greek, 4. Philosophy, 3.	Philosophy, 5. German, 1.	Nat. Sci., 4. History, 2. Latin, 3.	French, 1. Math., 3.	
Sat	English, 3. Nat. Sci., 11. German, 3.	Greek, 2. German, 2. English, 1, 2. History, 3.	Math., 1. Latin, 2. Philosophy, 1. French, 2.	German, 1. Political Sci., 1. Latin, 1. Nat. Sci., 8.	Nat. Sci., 3. English, 5.	French, 1. Nat. Sci., 7. Greek, 1.	
CHAPEL.							

Electives not here included meet at optional hours,

CERTIFICATES AND DEGREES.

1. CERTIFICATE OF GRADUATION IN A SCHOOL.—

To receive this certificate the student must do all the class work and pass satisfactory examinations on all subjects required in that School, and must satisfy the Faculty of his proficiency in English.

2. The College confers only one degree, that of Bachelor of Arts. Of the courses leading to this degree, the Freshman and Sophomore, with the exception of a choice between Greek, French, and German, are prescribed. The Junior courses are elective with certain limits. The Senior courses, except the Bible, are all elective.

The work is so arranged that a diligent student who has met all entrance requirements may take his degree in four years. An unusually bright or well prepared student by taking the maximum number of hours and by vacation study may shorten the time somewhat. Students attempting to reduce the time are urged to guard against superficiality and physical collapse.

In making up the electives a single course will be counted only when it is complete within itself. While 60 is the passing grade, yet no diploma or certificate is given unless the general average on all subjects is

at least 65, and thoroughly acceptable work must be done on all required courses. To take a degree a student must be of good moral character, must spend at least his Senior year in Hendrix College, must pay all fees, must write all essays required, and must prepare an oration or thesis under the following regulations: At the beginning of the Fall Term each professor announces subjects connected with the work of his department. From these subjects each Senior is required to select, before November 1, a subject, and, under the direction of the Professor from whose list the subject is chosen, to prepare a thesis or an oration of not fewer than 1,500 words, to be submitted to the Faculty by April 20, and when it is approved, to present to the Library for preservation a copy legibly written on paper of such style and size as may be selected for all. That Senior whose thesis or oration in the judgment of the Faculty, shows the widest research, greatest originality, and best literary finish, shall have the honor of delivering the production on Commencement Day. The Seniors shall, before November 1, choose one of their number as Class Orator to represent them at Commencement.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS.

FRESHMAN YEAR.

DEPARTMENT.	HOURS.
English	3
History	2
Latin	3
Mathematics	3
Biology	2
French, German, or Greek....	3
	<hr/> 16

SOPHOMORE YEAR.

DEPARTMENT.	HOURS.
English.....	3
History or Pol. Sci.	2
Latin	3
Mathematics	2
Chemistry	3
French, German, or Greek....	3
	<hr/> 16

JUNIOR YEAR.

Philosophy.....	3
Physics	3
Language Electives.....	6
Electives.....	3
	<hr/> 15

SENIOR YEAR.

Bible	1
Electives.....	14
	<hr/> 15
Total number of hours for a degree.....	62

An hour signifies one recitation (hour period) a week throughout the year, or three recitations a week through one term.

N. B. As post graduate work should be done in the genuine university, Master's degrees are not conferred by this College.

RECITATIONS, EXAMINATIONS, AND REPORTS.

Each Professor instructs according to his own methods, but the usual method is by recitation of lessons assigned in the text-books, supplemented by lectures and original class work. The black-board is used with nearly all classes.

When a student is absent from recitation, or fails, he is marked o, unless the lessons missed are made up as the Professor may require. The privilege of making up recitations is granted only to students whose excuses are previously approved. A record of each student's scholarship and deportment is kept, and each term reports are sent to parents.

Examinations, either oral or written, are given at the discretion of the Professors, but the regular time for examinations is the last week of each term. The term standing is found by taking the average of the daily and the examination grades. No student whose average on any subject falls below 60, on a scale of 100, shall be allowed to graduate, nor if the grade be higher, should the examination grade be under 60. Accuracy in the use of English is required in all examination papers. Students may pass on the subject matter and be conditioned on English. The condition will be removed only when satisfactory evidence

is shown that the deficiencies in English have been overcome. Students who fail to pass on any subject may, at the option of the Professor, be required to pursue it again in class, or to be re-examined. If allowed to continue in the class for the year, the deficiency must be made up by the close of the second week of the next fall term. All deficiencies must be made up by Seniors by the beginning of the third term. Before a student is permitted to stand a private examination, he must present the President's receipt for \$1, the amount fixed for an extra examination.

Students who have an average daily grade of 95 and who have not been absent more than 5 per cent of the time required for their classes, may, without examination, receive a passing grade, at the discretion of the several Professors, provided that no one may compete for any scholarship prize without standing all examinations.

ESSAYS, DECLAMATIONS, AND ORATIONS.

During the session three declamations may be required from each student. Debates and orations on Washington's Birthday and in contests are accepted in lieu of regular declamation requirements if due notice is given to the President.

All declamations, essays, orations, and papers, prepared by students for public delivery, must be sub-

mitted to the Faculty at least ten days before delivery, and then must be delivered as corrected.

GOVERNMENT.

The rules are made and enforced by the Faculty, consisting of the President and regular Professors.

In the government of the College the President, conferring freely with the Faculty, has general oversight, while the Professors govern their respective class-rooms and report to the President all infractions of rules and all disorders that come under their observation.

Knowing that the best disciplinary results can be secured by appealing to a student's sense of honor, and by imposing responsibility upon him, the Faculty adopt only necessary rules and require the active co-operation of all students in maintaining law and order. The advantage of this system is not merely the order which may be secured among students, but it increases their manliness and self-respect and prepares them for self-government and the important duties of citizenship.

Young men who are not disposed to assume responsibility and submit to wholesome discipline, should not apply for admission. Kindly, helpful admonition will be given when students appear to be merely thoughtless or indolent, but should viciousness or lawlessness be discovered, the punishment

will be prompt and severe, extending from demerits and public reproof to suspension and expulsion. Severe punishment, however, will be administered only when the highest interests of the whole school require it, on the theory that the reformation of the offender and the protection of the innocent are more important than the vindication of the letter of the law.

On account of their length, the rules and regulations are not published in the catalogue, but a Student's Manual, containing explicit rules, is provided for each student, and a copy may be sent to the parents also, that they may be able to co-operate with the Faculty. Parents may rest assured that the rules are wholly for the student's good, and are founded on experience and common sense.

The report sent to parents will show, in addition to class-standing, the deportment of students as far as known, and special reports will be made whenever it is necessary.

MISCELLANEOUS INFORMATION.

EXPENSES.

Tuition in College classes, per term.....	\$20.00
Matriculation Fee, payable once each year.....	1.00
Library and Reading Room Fee, per term.....	1.00
Chemistry or Mineralogy, per term.....	3.00
Fee for other Science classes, per term.....	2.00
Fee for Diploma.....	5.00
Fee for Certificate of Graduation in a School.....	3.00
Board at Tabor Hall (including room rent), per month,	\$10.00 to \$12.00
Dormitory Rooms (unfurnished), per month.....	\$2 to 3.00
Electric Light, per term.....	1.50
Fuel for Room, during winter, per month.....	50 cents to 1.60
Furniture for Room, according to student's taste.....	\$6 to 20.00
Board, Room, Fuel and Lights, in families.....	\$10 to 14.00
Laundry work, per month.....	\$1 to 1.50
Books and Stationery, according to classes.....	\$5 to 12.00

In order that estimates may be easily made, the following table is given, showing necessary expenses:

Fees.....	\$ 4.00
Tuition.....	60.00
Board.....	98.00
Books, about.....	18.00
Laundry.....	9.00
Total for the year.....	\$189.00

If a student belongs to the various student organizations, about \$5 more will be required, but the expense is voluntary, as no one is forced to unite with these organizations. In es-

timating school expenses the following facts should not be overlooked: Young men at home must spend money for clothing and incidentals; hence such things should not be considered a part of the school expenses, although they must be counted in calculating the amount that a student will require. No uniform is necessary, and economy in dress is encouraged. The centrality and accessibility of the location make railroad expenses very moderate.

For a term of twelve weeks, *necessary* expenses may be reduced to \$55, and they should not exceed \$65.

The school and boarding month is twenty-eight days, and a term is twelve weeks. The session is divided into three terms.

Students may enter at any time, and are charged tuition from the beginning of the week in which they enter. Fees are due at the beginning of each term, and no student may matriculate until they are paid. Tuition is payable at the beginning of each term.

No tuition is returned for absence during the last two weeks of any term. Reduction may be made for two weeks' absence caused by sickness, or when cause can be shown for withdrawal, if, in the latter case, ten days' notice is given, and the amount is not less than one month's tuition. These restrictions are made because students are expected to enter for a term.

Board is payable monthly in advance and is not refunded if, after beginning a month, a student changes before the end of the month.

Free Tuition.—Children of itinerant preachers of the M. E. C. S., and young men preparing for the ministry of any evangelical church, receive tuition free, but are expected to pay the regular fees and extras. To show that they are entitled to free tuition, all beneficiaries should present certificates from pastors or quarterly Confe.ence. Ministerial students are expected to give notes for tuition, which become void as soon as regular ministerial work is done.

TABOR HALL.

MR. S. M. BROWN, Proprietor.

As it is desirable that a student's fare be wholesome and abundant, yet inexpensive, and as these results can be secured only by boarding many together, the Trustees have provided a dining hall, known as Tabor Hall.

The Hall is rented to and under the efficient management of Mr. S. M. Brown. It is not run as a source of revenue to the College. Hence the price charged for board is such as will merely cover expenses. Board, including room rent, fuel, and lights, will be furnished at a cost of from \$10 to \$12. So far the highest cost has been \$11 per month. Not more than two students are allowed to occupy one room. Students may furnish their own rooms according to their tastes. Bedding and toilet articles may be brought from home. Furniture costs from \$6 to \$12 per room, and may be sold at a small discount when the students leave. If furniture is unsold it is left in the care of Mr. Brown. A damage deposit of \$2 is required of each occupant of a room. This will be returned when the student gives up the room in case it has not been damaged.

PRIVATE BOARD.

While it is usually desirable for students to room on the campus and board at Tabor Hall, yet, by agreement with the President, they may board at such private houses as may be approved by the Faculty. Only thoroughly reliable houses are endorsed, and the Faculty reserves the right to withdraw students at any time, if their conduct or the management of the house prove unsatisfactory. Several good families furnish excellent board at \$10 to \$14 a month.

THE ADMISSION OF WOMEN.

Although Hendrix College is intended primarily for young men, its doors are open to mature young women who prefer the course of study and training offered in a male college.

No boarding house is provided for women, hence only such as may safely be allowed to board in private families will be admitted, and they should correspond with the President in order to secure suitable boarding places.

LIBRARY AND READING ROOM.

PROFESSOR PERRY, Librarian.

A large, well-lighted room on the second floor is used exclusively for the Library and Reading Room. Under the care of three student Librarians, the room is kept open every day from 9 to 12 in the morning, and from 1:30 to 4:30 in the afternoon.

Works of reference and current literature are kept in the Reading Room section of the Library and may be used in the room by all students, but may not be removed except on written request approved by the Librarian.

Books in the Library proper may be consulted on the shelves or carried away by holders of Library Pass Books. These may be secured on the payment of the term fees and the deposit of one dollar.

The Library, including the Y. M. C. A. Library generously donated by the people of Conway, now comprises about 10,000 bound volumes and 3,000 pamphlets and unbound reviews and magazines. They include fifteen cyclopedias and many important works on theology, history, biography, politics, economics, education, criticism, poetry, and fiction. The collection on education, history, and political subjects is unusually fine, and affords excellent facilities for research. Many rare books have been secured. Through the kindness

of the Hon. C. C. Reid, M. C., the Library has been made a Government Depository, and henceforth all the Government publications will be received. By purchase and donation several hundred books are added each year.

Nearly all the standard works are on the shelves, but as interest in special subjects increases, a wider range of literature is necessary and many books not readily obtained at the book stores become desirable. There are hundreds of books in private libraries of no special value to their owners that would be exceedingly valuable to the College Library. Friends are urged to contribute to the growth of the Library any kind of books. Many volumes regarded as utterly worthless are wanted because they are necessary to the investigation of historical questions. In particular, it is desired to complete the files of the Congressional Debates, Globe, and Record, the Statutes at Large, and the Supreme Court Reports.

During the past year the following periodicals were kept on file: S. M. Quarterly Review, North American Review, International Quarterly, Scribner's, Harper's Magazine, Metropolitan, Educational Review, Review of Reviews, Go Forward, S. S. Times, Literary Digest, Independent, The Century, American Journal of Sociology, Political Science Quarterly, South Atlantic Quarterly, Normal Instructor, Southern School Journal, Scientific American and Supplement, Atlantic Monthly, Cosmopolitan, Success, Gunton's, World's Work, Science, The Critic, Saturday Evening Post, Nashville Christian Advocate, New York Christian Advocate, St. Louis Christian Advocate, Arkansas Methodist, Arkansas Baptist, Youth's Companion, Arkansas Daily Gazette, and a score of college journals and many county newspapers. Others will be added as the fund increases and as other publishers contribute. After serving their purpose in the reading room the most valuable periodicals are placed in the Library.

LABORATORY AND MUSEUM.

The Laboratory and Museum together occupy five large and well lighted rooms. The physical laboratory is fitted with cases for the storage of apparatus, of which there is a sufficient variety for demonstrating all the principles discussed in a general course of physics. In the study of Astronomy the telescope is used. This is a good instrument of three-inch aperture, with powers ranging from 60 to 400. The physical laboratory is also furnished with tables and desks and is used as the recitation room for all classes in science.

For use in the subjects of Physiology and Anatomy, a number of fine plaster models is found in the laboratory, as follows: heart, heart-lungs-trachea, brain, eye, and ear. These models are constructed to show all the parts distinctly and are of invaluable aid to the student. The laboratory also contains several fine anatomical charts and a skeleton.

The chemical laboratory is completely equipped with a full stock of chemicals, glassware, balances, desks, constant gas and water supply, and everything necessary for the acquirement of a thorough and practical knowledge of the subject. There is also a dark room in connection with the laboratory for use in photography.

Through the liberality of Mr. W. M. Clifton, of Morrilton, a second laboratory has been fitted up for the advanced work in Chemistry.

The Museum is located on the second floor and is well furnished with cabinets, which contain the Zoological, Geological, and Mineralogical collections, all classified and well fitted for instruction.

The Frank Park Geological Cabinet, containing about a thousand mineral specimens, classified and consecutively numbered according to Dana's System of Mineralogy, will be found of great value to students of Mineralogy and Geology.

The Zoological cabinet is made up chiefly of reptiles, of

which there is a considerable number, and the collection is being rapidly increased.

The purely geological specimens are chiefly palaeontological.

Special efforts are being made to secure collections illustrating the wonderful mineral resources, the flora and fauna of Arkansas. Friends throughout the state may render much aid by contributing specimens and natural curiosities of all kinds, and their interest and assistance are earnestly solicited to make ours a representative Arkansas collection.

For use of apparatus and materials, fees will be charged in the science classes as follows :

Chemistry and Mineralogy, each per term	\$3.00
Other College classes, each per term	2.00

In addition to the above, every student in Chemistry is required to pay \$5 for a breakage ticket to cover the cost of all apparatus which he may break or damage. The unused portion of each ticket will be redeemed at the end of the year.

LITERARY SOCIETIES.

The Franklin and Harlan Societies have been thoroughly organized, are ably conducted by the students themselves, and afford excellent opportunities for social, literary, and forensic improvement. Above all, they develop the student's power of self-government and prepare him for the active, practical duties of life.

The Faculty testify to the efficiency of these societies, and urge all students to become members.

In the Main Building each society has a large, comfortable hall, handsomely furnished. The members deserve great credit for their success in fitting up their halls so elegantly and comfortably.

THE STUDENT'S JOURNAL.

The Hendrix College Mirror is a forty-eight page monthly, edited by the students themselves. It contains editorials, local news, Y. M. C. A., religious and alumni notes, clippings from exchanges, literary articles by students, and educational and other articles by the Faculty. It is the "mirror" of college life; but its literary and educational features make it valuable even to persons in no way connected with the College.

Terms: One dollar a year in advance. A limited number of first-class advertisements will be taken. Rates given on application. All business letters should be addressed to the Business Manager, and other communications to the Editor-in-Chief.

THE YOUNG MEN'S CHRISTIAN ASSOCIATION.

Among the factors for good, the Y. M. C. A. takes high rank. It is officered by the best men in the College, has monthly business meetings, and devotional meetings every Sabbath. Nearly all the young men are members, and large numbers attend regularly. It is an association of young men for moral and spiritual improvement; its religious services are characterized by deep spirituality, and its members are the most active Christian workers. A large, well-furnished room in the Main Building is used by the Association. At the beginning of each term, a committee meets all trains to receive new students, and a reception is held in the Association Hall to welcome and bring them at once into cordial relations with the best elements of college life. The president for 1905-06 is J. S. Utley.

ATHLETICS.

Under the careful supervision of the College Athletic Committee, composed of representatives of both Faculty and students, outdoor sports will be encouraged and will afford invigorating pastime freed from vitiating influences.

Under proper restrictions inter-collegiate athletics will be allowed, but character and good class standing are necessary to membership in regular teams.

The Athletic Field affords excellent facilities for inter-collegiate games.

A tennis club has been organized. Courts have been prepared near the Main Building and many pleasant evenings are spent on them at this delightful game. The club will be continued. Membership fee, \$1.

Hereafter, if students show sufficient interest in athletics and make reasonable preparation for an exhibition of running, jumping and other events, one or two days during the session will be devoted to field sports. It is probable that several prizes will be offered.

LECTURES.

Professional lecturers and men distinguished in the various professions are from time to time invited to lecture before the students. Special lectures are also delivered by different members of the Faculty.

LECTURES FOR ACADEMIES AND LITERARY CLUBS.

Although the College does not offer regular "university extension" courses, academies or literary clubs desiring lectures on subjects related to any course offered in the catalogue, may usually arrange with the Professor in charge of a course to deliver a lecture or a series of lectures on his special subjects. In order to secure lectures, application must be made early.

since the Professor can leave the College only on convenient occasions and must have ample time to arrange the dates.

APPOINTMENT OF LIBRARIANS AND OTHERS.

Three Librarians, and four Janitors receive compensation in tuition. These positions are usually given to students already in the College, who have demonstrated their ability and worth. By the help of these and other positions many of the best students are working their way through college.

New students who need aid may pay for tuition in labor at the rate of ten cents an hour.

PRIZES.

Prizes for excellence in speaking, writing, and scholarship have been offered by friends of the College. The conditions of the contests are not published, but are announced to the students. The prizes are as follows, and for 1904 were awarded as indicated below. The awards for 1905 were not made when the catalogue was printed.

1. The Faculty Essay Prize, for the best essay offered by the Faculty, to H. R. Barrett.

2. The A. S. McKennon Scholarship Prize, for general scholarship, offered by Hon. A. S. McKennon, South McAlister, I. T., to W. K. Ramsey, Jr.

3. The Mirror Literary Prize, for the best literary article in the Hendrix College Mirror, to S. Kirkpatrick.

4. The T. H. Ware Mathematical Prize, for the best work in Freshman and Sophomore Mathematics, offered by Rev. T. H. Ware, to S. Kirkpatrick.

5. The Debater's Prize, for the best debate in the Intersociety Debate, to S. Kirkpatrick.

LOCATION.

Conway is a thriving town of 2,500 inhabitants, and is situated on the Little Rock and Ft. Smith railroad, thirty miles from Little Rock. It is only seven miles from the geographical center of the state, and fifteen miles from the point where the three patronizing Conferences corner.

Being one mile south of the foothills of the Ozark Mountains, on the edge of a small prairie, in an open grove of magnificent oaks, it is by nature one of the most beautiful and healthful towns in the state. It is seven miles from the Arkansas River. The surface slopes sufficiently for good drainage.

Being south of the mountains, Conway is subject neither to rigorous winters nor sudden climatic changes so injurious to delicate constitutions; yet its altitude precludes malarial influences, and the fresh breezes prevent the debilitating effects resulting from heat in places less favorably situated though in higher altitudes.

The moral and religious influences are good. By special act of the Legislature the sale of intoxicants, including native wine, is prohibited within a radius of ten miles. There are five church houses, Southern Methodist, Baptist, Presbyterian, Episcopal and Roman Catholic, and several other denominations have small organizations. A good public school with an enrollment of over three hundred, affords excellent opportunities for primary education.

The liberal donation of \$55,000 to secure the location of Hendrix College, and of \$30,000 to secure the Central Baptist College, shows the real spirit of Conway's citizens, and indicates their appreciation of higher education and their determination to secure its benefits. The people are thoroughly identified with the College, and will give a hearty welcome to all who come among them in the same spirit.

CAMPUS AND COLLEGE BUILDINGS.

The campus, comprising forty acres, is in the northern part of the town, about three-fourths of a mile from the depot.

Through the middle of the larger portion extends a beautiful, gently sloping ridge, the highest ground in the town. All principal buildings are on this ridge and front toward the railroad, which is about one hundred yards away. On the south end of the campus the Main Building has been erected at a cost of \$30,000, and is a handsome, substantial, three-story brick, 124x96 feet, containing chapel, recitation rooms, library, laboratory, and Y. M. C. A. and society halls: Tabor Hall is a two-story brick, 38x78, situated on the north end of the campus, and intended for a dining hall and dormitory. Its cost was about \$7,000. On either side of Tabor Hall are brick dormitories, and between it and the main building is the President's home.

The campus has been graded and sodded, walks and drives have been laid off and many shrubs and shade trees have been planted. Naturally beautiful, the campus will be, when fully improved, a spot of unusual attractiveness.

An electric light plant in the town furnishes light in the College and [all the dormitories. A telephone exchange promotes local convenience and gives connection with the principal places in the State.

COLLEGE LANDS.

Just north of the campus is a splendid tract of fifty acres, owned by the trustees. This has been laid off in town lots with wide streets and alleys, and will be sold for the benefit of the College. Persons who wish to locate near the College will find these lots convenient and pleasantly situated. The agent, Rev. F. S. H. Johnston, will answer all questions concerning this property.

TO TEACHERS.

The thorough instruction, the association with mature students, and the moderate expense offer many attractions to teachers. Over five hundred teachers have been in attendance during the past twelve years, and many are now filling responsible places.

Special efforts are made to secure good positions for worthy teachers. School authorities may apply to the President for teachers in the full assurance that only the competent will be recommended.

Former students are requested to keep the President informed of their whereabouts so that he may assist them in finding suitable positions.

TO NEW STUDENTS.

Bring certificates of character from your last teacher and your pastor. At the opening of the Fall Term, a committee wearing the College colors, orange and black, will receive all new students as they arrive at the station. Within twenty-four hours after arrival report to the President and matriculate, and make no arrangements for board or room without consulting him. Failure to observe these requirements may prevent your admission.

TO PARENTS.

Notify the President before you send your sons, and give him full information about their advancement and habits. Provide them with only so much money as is necessary for tuition, fees, books, one month's board and a small amount for incidentals, and require them to render regular itemized statements of expenditures. A liberal allowance without accountability will ruin the average boy. If the progress of

your sons is not satisfactory, communicate freely with the President, and when you wish to withdraw them, notify him by a personal letter.

TIME OF OPENING.

The next term begins on Wednesday, September 13, 1905. Examinations will be held and the classes formed on Wednesday and Thursday. Students expecting to attend should be here promptly to secure good boarding places, and to start at the beginning with their classes. The delay of even a few days may seriously interfere with the year's work. All should try to spend the full year at College, if possible, although students coming in the beginning of the Second or Third Terms usually find no great difficulty in entering classes, as new subjects are taken up and new classes are formed.

THE CHOICE OF A COLLEGE.

While parents are influenced in their choice of a college by various motives, there are certain leading considerations which should never be ignored. They are, in the order of their importance:

1. The moral and religious character of the Faculty and students and of the community.
2. The fullness and thoroughness of the curriculum, the experience and culture of the Faculty, and their competency to do the work required.
3. The healthfulness and accessibility of the location.
4. The probability of future commercial, political, and ecclesiastical association with fellow students.
5. The expense of tuition, board, and incidentals.

For further information, address

REV. STONEWALL ANDERSON,
Conway, Ark.

REGISTER OF STUDENTS FOR 1904-1905.

SENIOR CLASS.

NAME.	COURSE.	RESIDENCE.
Crandall, Oscar Eugene....	A. B.,	Charleston, Franklin
Thesis: Should the Church Continue the Work of Higher Education?		
Hardin, Grover Cleveland,	A. B.....	Okolona, Clark
Thesis: The Educational Needs of the South with Special Reference to Arkansas.		
Kirkpatrick, Seba.....	A. B.....	Alpena Pass, Boone
Thesis: The Creative Force of Personality.		
Sherman, Jefferson.....	A. B.	Elm Spring, Wash'n
Thesis: Why Compulsory Arbitration would be Practicable for the United States.		

STUDENTS BELOW THE SENIOR CLASS.

Bowen, W. D.
Charles, M. E.
Crandall, M. C.
Dickerson, C. H.
Fair, L. W.
Greenhaw, E. B.
Hobbs, A. K.
Holloway, R. E.
Hunt, E. H.
McClurkin, J. I.
McHenry, P.
Menard, W. T.
Park, E. J.
Pearsons, A. E.
Ramsey, W. K., Jr.
Robertson, G. C.
Steel, Frank.
Weems, R. H.

Caplinger, Barton.
Cole, T. A.
Deal, C. S.
Donnell, John.
Farris, L. P.
Harrison, H. T.
Holloway, E. R.
Hughes, S. T.
Maxey, W. C.
McCoy, E. L.
Mitchell, W. B.
Morden, V. E.
Park, T. W.
Phelps, John.
Riggin, D. M.
Steel, J. K.
Utley, J. S.
Youngblood, J. A.

TITLED GRADUATES.

- 1883: Miss Alice Mahan (Knight), M. E. L. Mena, Ark.
 Miss Jennie Montgomery (Raynor), M. E. L. Lamar, Ark.
 Miss Lucy Ragan (Basham), M. E. L. Clarksville, Ark.
- 1884: Miss Lydia E. Burrow (Steel), M. E. L. (deceased) ... Richmond, Ark.
 Miss Eva M. Oliver, M. E. L. Altus, Ark.
 Miss Carrie M. Howell (Bailey), M. E. L. Alma, Ark.
- 1885: Miss Minnie B. Nichols (Laser), M. E. L. Clarksville, Ark.
 Miss J. Idella Daniels (Hall), M. E. L. Paris, Ark.
 Miss Lizzie A. Burrow (Johnston), A. M. (deceased) Ozark, Ark.
 Miss Kate E. Atkins (Hill), A. M. (deceased) Altus, Ark.
 Miss Sallie B. Atkins, A. M., (deceased) San Marcos, Tex.
- 1887: J. M. Hawley, A. B. (deceased) Member Little Rock Conference.
 L. H. Burrow, A. B.
 Miss Belle East (Wynn), M. E. L. Waterloo, S. C.
 Miss Luella A. Miller, M. E. L. Arkadelphia, Ark.
 Miss Alene A. Mitchell, M. E. L. Chapel Hill, Ark.
- 1889: W. F. Hays, A. B. Attorney-at-Law, Tex.
 F. W. Miller, A. B. Superintendent Public Schools, Texarkana.
- 1890: M. Harwood (Reynolds), Ph. B. Fayetteville, Ark.
 L. Robins (Goddard), Ph. B. Morrilton, Ark.
- 1891: A. Duncan (Durham), Ph. B. Conway, Ark.
 G. C. Millar, A. B. (deceased) Professor in Hendrix College.
- 1893: C. T. Cotham, A. B. Member Arkansas Legislature.
 O. E. Goddard, Lit. B. Member Arkansas Conference.
 J. W. House, Ph. B. Member Arkansas Conference.
 T. O. Owen, A. B. Member Little Rock Conference.
 J. H. Reynolds, A. B. Professor in University of Arkansas.
 C. B. Riffin, A. B. Attorney, El Dorado, Ark.
 W. B. Sanders, A. B. Business, Pine Bluff, Ark.
- 1894: J. W. Cline, A. B. Missionary to China.
 B. Edmonson (Cline), Lit. B. Missionary to China.
 J. H. McCulloch, Ph. B. Physician, Indian Territory.
 J. McKiou, Ph. B. (deceased) Principal Beaumont, Tex., High School.

- J. F. Townsend, A. B.....Member Little Rock Conference.
 J. S. Wilbanks, Lit. B.....Member Troy Conference.
- 1895: J. M. Hughey, A. B.....Member Arkansas Conference.
 S. J. Hunt, A. B.....Attorney, Pine Bluff, Ark.
 S. McCulloch (Twitty), Ph. B.....Nashville, Tenn.
 M. McKinnon (McSwain), A. B.....Georgetown, Tex.
 M. Vaughter (Williams), Lit. B.....Ozark, Ark.
- 1896: T. E. Helm, A. B.....Attorney, Little Rock, Ark.
 W. T. Martin, Lit. B.....Member Arkansas Conference.
 S. McCulloch (Twitty), Ph. M.....Nashville, Tennessee.
 J. McCulloch, A. B.....Principal Clarendon High School.
 W. E. Simpson, A. B.....Member Arkansas Legislature.
- 1897: H. H. Barger, A. B.....Graduate Student Vanderbilt Univ.
 O. L. Dunaway, Ph. B.....Principal Prescott High School.
 J. J. Galloway, A. B.....Member Arkansas Conference.
 W. B. Hays, A. B.....Member St. Louis Conference.
 W. E. Hogan, A. B.....Professor in Hendrix College.
 A. E. Holloway, Ph. B.....Member White River Conference.
 M. House, A. B.....Attorney, Little Rock, Ark.
 S. McKinnon, Ph. B.....Principal Belleville School.
- 1898: W. T. Blount, Ph. B.....Ola, Ark.
 W. R. Gannt, Ph. B.....Business, Magnolia, Ark.
 C. G. Hughes, A. B.....Principal Center Point High School.
 H. B. McKenzie, A. B.....Attorney, Prescott, Ark.
 S. McKinnon, A. B.....Principal Belleville High School.
 T. D. Wynn, Lit. B.....Attorney, DeValls Bluff, Ark.
- 1899: F. C. Cannon, A. B.....Member Little Rock Conference.
 O. O. Florence, Ph. B.....Principal Conway Public School.
 J. G. Fraser, Ph. B.....Attorney-at-Law, Clinton, Ark.
 N. J. Gannt, A. B.....Attorney, Pine Bluff, Ark.
 J. D. Hammons, Ph. B.....Member Little Rock Conference.
 G. Howard (Ewing), Ph. B.....Clarendon, Ark.
 F. Hutchison, A. B.....Member Little Rock Conference.
 P. E. Leigh, Ph. B.....Teacher in Conway Public School.
 A. H. Prince, Ph. B.....Teacher, San Antonio, Tex.
 J. P. Steele, Ph. B.....Principal New Lewisville High School.
- 1900: S. Anderson, A. B.....President Hendrix College.
 G. L. Bahner, Ph. B.....Life Insurance, Conway, Ark.
 J. L. Bond, A. B.....Principal Arkansas City High School.
 P. H. Greeson, A. B.....Student, Cincinnati.

- I. D. Howell, A. B.....Business, Stamps, Ark.
 N. M. Whaley, Ph. B.....Principal Gentry Academy.
 W. U. Witt, A. B.....Member Arkansas Conference.
- 1901: N. V. Murphy, A. B.....Teacher in Conway Public School.
 C. L. O'Daniel, A. B.....Principal Morrilton School.
 W. L. Oliver, Ph. B.....Member White River Conference.
 W. N. Pittman, A. B.....Teacher in Pine Bluff Schools.
 W. Steele, A. B.....Student Vanderbilt University.
- 1902: J. B. Cox.....Attorney, Little Rock, Ark.
 A. C. Curtis.....Little Rock, Ark.
 V. E. E. Lafferty.....Gurdon, Ark.
 C. W. Lester.....Member White River Conference.
 T. O. Summers.....Conway, Ark.
 E. A. Townsend.....Student Vanderbilt University.
 W. Townsend.....Teacher in Little Rock Public Schools,
 R. D. Wynn.....Bank Cashier, Stephens, Ark.
 S. J. T. Wynn.....Principal Newark Public School.
- 1903: M. E. Dunaway.....Teacher in Arkansas Military Academy.
 M. L. Hartley.....Business, Little Rock, Ark.
 A. P. Reynolds.....Principal Crossett Public School.
- 1904: J. B. Greeson.....Business, Little Rock, Ark.
 V. D. Hill.....Business, Conway, Ark.
 A. L. Hutchins.....Principal Augusta Public School.
 S. C. Reynolds.....Principal Richmond Public School.

ALUMNI ASSOCIATION.

ORGANIZATION OF 1904-1905.

President	.	.	.	.	F. Hutchinson '99.
Vice-President	.	.	.	.	W. E. Hogan '97.
Secretary	.	.	.	.	G. L. Bahner '00.
Treasurer	.	.	.	.	M. House '97.

ALUMNI PROGRAM.

Tuesday, June 13, 1905, 8:30 P. M.

Address	.	.	.	.	N. J. Gantt '99.
Senior Prophecy	.	.	.	.	A Junior, 1906.

All graduates are urged to attend the meetings of the Alumni Association, which are held at 3 P. M. on Tuesday of Commencement week.

Every member is requested at the beginning of each session to furnish the Mirror editor with data for Personal Notes, so that the Association may be fully informed concerning the fortunes of all its members.

The President of the College will appreciate communications that will enable him properly to revise the addresses and occupations of graduates for the catalogue.

AFFILIATED ACADEMIES.

The Trustees of Hendrix College provided in their Constitution that separate academies under College control might be established. In order to insure their efficiency the following provisions were adopted:

The academy property must belong to the Board of Trustees. The principal must be nominated by the President and confirmed by the Trustees. A local board confirms the Principal's nominations of assistant teachers and exercises advisory control. Patronizing territory embracing from two to five counties is secured to each academy. The Principal of each Academy is an advisory member of the College Faculty. Students may be prepared in an academy for Freshman class in the best colleges and universities, and are permitted to enter Hendrix College on certificate without examination.

By these provisions the interest of the College and the academies and the several communities are closely united, and they may readily co-operate for mutual up-building.

It is intended that these academies shall have such equipment and be so managed that they will be very superior high schools, and thus will not interfere with the local interests of any community.

Academies have been established at Gentry, Imboden, Mena and Stuttgart. As buildings, equipment, and courses of study are substantially the same for all, they will be described below and points of difference will be mentioned in the proper place.

Buildings.—The Main building is a very handsome and substantial two-story brick, well-lighted and ventilated study hall capable of seating 200 students at single desks; and four recitation rooms and an office, besides numerous alcoves and wardrobes.

The Principal's House is a two-story frame, containing fourteen (or eighteen) large rooms. It is well built and furnished, and it is intended for the Principal and family and for the younger students.

All these buildings are planned to secure the very best results in secondary school work.

Equipment.—Each school building is furnished with the best of desks and seats. Apparatus costing about \$300 is provided for use in teaching Elementary Physics, Physiology, and Physical Geography. The Library will contain over 1,000 new books selected with special reference to the needs of a secondary school.

The course of study begins with the higher common school branches, and embraces all subjects required for admission to the Freshman Class of Hendrix College, namely: English Grammar, Rhetoric, and Literature; Latin Grammar, Caesar, Cicero, Virgil; Greek

Grammar, and Xenophon; History of the United States, and of Greece and Rome; Civil Government; Arithmetic, Elementary and Higher Algebra, Plane Geometry; Physics, Physiology, Physical Geography and Botany; French, German; and, in addition, Elocution, Music, and Book-keeping.

Purpose.—It is intended that each school shall be a place where boys between twelve and eighteen years old may find the best mental and moral discipline while preparing for college. While an Academy is intended primarily for boys, yet girls are admitted on equal terms.

GENTRY HENDRIX ACADEMY.

N. M. WHALEY, PRINCIPAL.

(Ph. B., Hendrix College.)

History.—In the fall of 1897 the authorities of the Kansas City, Pittsburg and Gulf Railroad offered a ten-acre campus and the proceeds of the sale of one hundred lots in Gentry (formerly called Orchard), Ark., to Hendrix College, if the people of the town would buy the lots. The land was speedily sold for \$10,000 and the money was spent in the erection and equipment of the necessary buildings.

Location.—Gentry is a thriving town of fifteen hundred inhabitants, situated on a plateau of the Ozark Mountains, at an elevation of nearly 1400 feet above the sea level. It is the highest point on the railroad

between Kansas City and the Arkansas River, and has an excellent reputation for healthfulness. It is in the western part of Benton county, Arkansas, in the heart of the finest fruit country on the continent, and, although still a young town, is one of the largest shipping points for fruit in Northwest Arkansas. The Railroad Company has planted nearly 2,000 acres in apples just outside the town, and expects to make its orchard the largest in the world. This country is rapidly settling up with a thrifty class of farmers who easily make a living on a ten or twenty acre fruit farm.

Campus.—About one mile east of the business block, on a beautiful elevation overlooking the town and in full view of the railroad, is the fifteen-acre campus. One-third is covered with a fine native growth of trees, and the rest is a bearing apple orchard, which will be preserved for the benefit of the Principal.

Opening.—The Fall Term will begin September 1, 1905.

Expenses.—Tuition and fees cost from \$21.50 to \$41.50 a session of forty weeks. Board in the Principal's Home will cost \$11 per month, and in private families may be had for \$7. Other expenses are very seasonable.

Information.—A circular giving fuller information may be had by writing to the Principal, Gentry, Ark.

SLOAN HENDRIX ACADEMY,

GEO. J. EVANS, PRINCIPAL.

History.—In the spring of 1898 Rev. W. M. Wilson suggested to the people of Imboden the possibility of securing one of the Hendrix academies. The town was visited by representatives of the College, and after mature deliberation plans were formed to secure property and raise funds for buildings and equipment. Capt. W. C. Sloan generously proposed to donate the campus and town lots to be sold for the purpose of providing the funds, and later gave much of the \$10,000 necessary to secure the Academy; hence the school has very appropriately been named in honor of him.

Location.—Imboden is a prosperous town of five hundred people situated on the hills overlooking the famous Spring River. It is in the northwestern part of Lawrence County on the Kansas City, Fort Scott and Memphis Railroad. The country is noted for blue grass, wheat and fine springs, and is considered one of the most healthful sections in N. E. Arkansas. Spring River, having its origin in the celebrated Mammoth Spring, about twenty-five miles above, is a clear, swift flowing stream, which adds much to the picturesque beauty of the landscape.

Campus.—In the southeastern part of the town, about one-fourth of a mile from the railroad station, at the end of the principal residence street, on a hill

commanding a fine view of the town, the railroad, the river, and the distant hills, lies the six-acre campus, partly covered with native trees.

Opening.—The Fall Term begins September 14, 1904.

Expenses.—Tuition and fees will cost from \$18 to \$45 a session. Board in the Home, which will be managed by the Principal and wife, will cost \$10 a month, and in private families from \$6 to \$10. Other expenses will be very reasonable.

Information.—A circular giving fuller information may be had by writing to the Principal, Imboden, Ark.

MENA HENDRIX ACADEMY.

W. R. SHINN, PRINCIPAL.

History.—The management of the Orchard Academy proved to be so satisfactory that the Arkansas Townsite Co. made to the people of Mena and to Hendrix College a proposition that has resulted in the sale of over \$10,000 worth of property donated by the Townsite Company. The proceeds have been invested in buildings similar to the Orchard buildings (except that the main building is of pressed brick) and other equipment.

Location.—Mena is located in Polk County in Western Arkansas, on a plateau nearly 1,400 above the sea. It is the highest town between the Arkansas River and the Gulf, and is the half-way division be-

tween Kansas City and Port Arthur on the great Kansas City Southern Railway. Although it is less than ten years old Mena has had a marvelous growth, and now has a population of more than 6,000. Its business is large, the growth has been substantial, and everything points to continued progress. Churches of nearly all denominations have been erected; a public school house and a new court house have been built; two parks have been laid out and beautified and city waterworks will soon be in operation. The altitude guarantees health. The vast forest and mineral resources and the possibilities for fruit growing make Mena very attractive to men of enterprise. The Academy will furnish the higher educational facilities needed.

Campus.—About a quarter of a mile northeast of the court house on a hill 150 feet above the town is the campus of ten acres donated by the Townsite Company. A good driveway leads to the top of the hill, where the buildings stand in the midst of a state-ly grove. From this the outlook over mountain and valley is truly inspiring.

Opening.—The Fall Term will begin September 1, 1905.

Expenses.—Tuition fees will cost from \$21 to \$51 a session. Board in the Principal's Home will cost \$12 a month and in private families from \$8 to \$12. Other expenses will be made quite reasonable.

Information.—A circular giving full information may be had by writing the Principal, Mena, Ark.

STUTTGART HENDRIX ACADEMY,

C. O'REAR, PRINCIPAL.

(A. B., Central College)

History.—During the early days of Stuttgart its enterprising citizens appreciating the value of higher education, secured property, built a good house, and undertook to establish and maintain a college. Unfortunately the first year a debt was incurred and troublesome litigation followed. In spite of difficulties a good school was kept up, although the management changed from time to time. In 1892 litigation terminated and the property was bought by Mr. J. I. Porter, who immediately proposed to turn it over to Hendrix College for an academy. Mr. Porter and other citizens of Stuttgart with commendable zeal raised \$5,000 for additional buildings and equipment and their tender of the property and subscription has been accepted by the College.

Location.—Stuttgart is a live, progressive town of sixteen hundred population on the highest point in Grand Prairie. It is in the northern part of Arkansas County on the St. Louis Southwestern Railway at its junction with the Stuttgart and Arkansas Branch.

The county is celebrated for hay, stock, small grain, and vegetables. It is rapidly filling up with prosperous, progressive farmers. A telephone exchange, electric light plant, waterworks, good public school, and ten churches indicate the enterprise and public spirit of the people. There is no saloon in town or

county. The altitude, the distance from swamps, the exhilarating prairie breezes, and the pure water from deep wells make Stuttgart the most healthful location in Eastern Arkansas.

Campus and Buildings.—In the southern part of the town at the end of two principal residence streets on the beautiful, gently rolling prairie is situated the ten-acre campus. The buildings are all frame, but are very substantial. The main building is three stories high and contains the study hall, six large, well lighted and ventilated recitation rooms, and a commodious third story which may be fitted up for a gymnasium and laboratory.

The two-story dormitory contains, besides dining room and family apartments, ten rooms arranged in suites so that some are used for study and others for sleeping. Three four-room cottages offer variety and provide facilities for boarding clubs.

Opening.—The Fall Term will begin September 21, 1905.

Expense.—Tuition and fees will cost from \$18 to \$45 a session. Board in the dormitory and in private families will range from \$10 to \$12 a month. Other expenses will be moderate.

Information.—Fuller information may be had by addressing the Principal.

ACCREDITED SCHOOLS.

Believing that secondary schools may be stimulated by public recognition of their work, Hendrix College will publish in its annual catalogue a list of schools which meet the requirements for admission to college classes. The following plan has been adopted to secure a proper understanding between the College and the schools that seek to be accredited:

1. Any school desiring recognition shall before the first of February (earlier if convenient), through its principal or secretary, apply to the President of the College, asking for an inspection of its work and stating in the application the number of teachers and the course of study in its high school department.

2. As soon thereafter as possible the College will, at its own expense, send a member of the Faculty to inspect the school and report on its course of study and methods.

3. If the report is satisfactory, the school will be placed on the Accredited List in the College catalogue for the ensuing year.

4. Yearly thereafter the school will be expected, before the first of February, to report on blanks furnished by the College, any changes in faculty, man-

agement, or course of study, and to give other information desired.

5. The school will be kept on the Accredited List without further visitation, unless the changes indicate the need of another inspection, but whenever practicable representatives of the College will visit the school.

6. If a school cannot prepare students for college in certain subjects, but does satisfactory work in others, it shall be accredited for those that may be approved.

7. Students who bring certificates from Accredited Schools will, without examination, be permitted to enter classes for which the work indicated in their certificates has prepared them.

8. If a student received on certificate fails, after a reasonable time, to sustain himself in the College classes, his right to membership in the classes without examination will be withdrawn, and the schools from which he came will be notified of his deficiencies.

9. If several students from the same school show serious lack of training the school may be dropped from the Accredited List until there are changes in its methods or management.

Suggestions.—Examination of the admission requirements found in the College catalogue will indicate the work that must be done in the secondary school to secure recognition. To avoid an unfavora-

ble report, the principal of a school should be sure that his work will bear close inspection before he calls for visitation.

Usually arrangements can be made with the College representative to deliver educational addresses to the school and community at the time of his visit. While the College does not offer "university extension" courses, yet, as far as practicable, it will furnish lectures on special subjects whenever desired.

High school and academy principals are cordially invited to correspond with the College Faculty on questions of mutual interest.

Schools Not Accredited.—Certificates from schools not accredited may be accepted in lieu of examinations, but students coming from such schools cannot be so fully assured of the value of their certificates, and the schools fail to secure that public recognition to which an accredited school is entitled.

LIST OF ACCREDITED SCHOOLS.

Amity High School, Amity, Ark.

SAMUEL M. SAMSON, PRINCIPAL.

For admission to Freshman English, History, Latin, Mathematics and Science.

Clarendon High School, Clarendon, Ark.

J. M'CULLOCH, PRINCIPAL.

For admission to Freshman English, History, and Science, and to Sub-Freshman Latin and Mathematics.

Fort Smith High School, Fort Smith, Ark.

J. W. KUYKENDALL, SUPERINTENDENT.

For admission to Sophomore German, History, Mathematics, and Science, and to Freshman English, French, Greek, and Latin.

Jonesboro Training School, Jonesboro, Ark.

F. R. ALEXANDER, PRINCIPAL.

For admission to Sophomore Greek and Mathematics, and to Freshman English, German, History, Latin, and Science.

Pine Bluff High School, Pine Bluff, Ark.

J. H. THACH, PRINCIPAL.

For admission to Freshman English, Greek, History, Latin, and Science.

Van Buren High School, Van Buren, Ark.

—————, PRINCIPAL.

For admission to Freshman History, Mathematics, and English, and to Sub-Freshman Latin.

THE ACADEMY

of Hendrix College

A PREPARATORY SCHOOL OF HIGH GRADE

J. D. CLARY, PRINCIPAL.

(Eleven years Principal of Training School, Fordyce.)

ENGLISH AND LATIN.

S. S. WATERS,

MATHEMATICS AND GREEK.

.....

HISTORY AND CIVICS.

G. H. BURR,

SCIENCE.

.....

.....

INSTRUCTORS.

“It is *not* necessary that this should be a school of three hundred or of fifty boys; but it *is* necessary that it should be a school of Christian gentlemen.”

FIRST TERM.—September 13–December 22.

SECOND TERM.—January 3–March 24.

THIRD TERM.—March 24–June 6.

STATEMENT.

In 1903 the Trustees of Hendrix College directed that this Academy be organized under the present management. Their desire is to provide at Conway better advantages for students who are not prepared for collegiate classes. Many seek to enter college who have not learned habits of study and have not laid good foundations in academic work. As this class of applicants for admission to college is large it is our purpose to provide here under experienced teachers a training school to have oversight of boys, to teach thoroughly the branches lying at the foundation of education, to give attention to manners and morals.

The course of study is designed to equip students for admission not only to Hendrix College, but also to any other high grade institution. If boys are denied the advantages of college and university the Academy still provides excellent preparation for life. Such training no boy can afford to lose. It greatly enlarges his chances for successful and useful living. Our work appeals to every parent who wants to give his son the best advantages.

LOCATION.

The Board was instructed by the conferences of the

Our glory will be to show the world that in a school there can be true life.

state to secure means and proceed to erect on the campus a special building for the Academy. Plans have been made by the architect which will give us accommodations for more students and will enable us to provide more rooms for boarding pupils under the supervision of the teachers.

The first floor of the main building of Hendrix College has been reserved for our work. We shall continue to use these rooms until the building for the Academy is completed. The building has been suitably furnished for study hall and recitation rooms.

Conway has many advantages as a home for boys. There are no saloons, no demoralizing local surroundings and, as it is a school town, the citizens pride themselves in its moral and educational sentiment. Parents need not fear to place their boys in Conway.

PAST YEAR.

The increase of nearly 25 per cent in enrollment during the last two years at Hendrix has been largely in these classes and we have felt justified in enlarging the faculty of the Academy. We have had an earnest set of diligent students, many of whom have maintained high records. The enrollment has reached 135.

PURPOSE.

In the Academy we purpose to do the work of the best preparatory schools which fit students for the

higher colleges. Our curriculum is higher than that of most high schools and superior to that of many colleges. We offer no "short cuts" or "easy methods," but believe in having students to master thoroughly the work outlined. We believe that in training the mind nothing is so profitable as those studies which require mental effort for their mastery. This is not a school to fit you in a few months for any one career in life. It does not train for professional life, but rather gives that broad, liberal culture necessary for every one who would succeed. If you are concerned more about education than hasty graduation we invite your patronage. Such training as we give is especially advisable for boys who will go to college with its greater freedom, and for those who will enter business.

We shall do honest work in an honest way and desire as students those who wish to make the most of themselves. We shall try to develop in our students qualities of manhood and shall impress the thought that truth, courage, purity, devotion to duty must characterize the successful man. It will be our constant effort to have our students acquire the manners and habits of the educated Christian gentleman.

DISCIPLINE.

College discipline is for men. The Academy is for those who are not mature. They need guidance and control; aspirations must be awakened; zeal must be quickened; at one place must be restraint, at another

energy must be properly directed. A school may have good discipline and poor scholarship, but good scholarship with inferior discipline is unknown. Our discipline will be such as will develop in boys a high sense of honor and will enforce the requirements of the school.

Students will be subject to the rules of the school at all hours and the teachers will visit them in their rooms. Boys are forbidden to retain firearms, to make accounts with merchants, to leave town without permission, or to loaf on the streets or around public places. Students must not be absent from their rooms at night without permission.

Students who are profane, vicious, addicted to strong drink or constant idleness, or who make themselves disagreeable to teachers will not be retained. We have not a reform school and will not hesitate to send away pupils who refuse to do the work assigned or show themselves unworthy of confidence. We shall trust our students and shall expect them to be gentlemanly at all times. Pupils who are gentlemanly and studious will have no trouble. Punishments wisely administered will be resorted to only when necessary to secure compliance with the purposes of the school.

Special privileges and favors are granted to those whose deportment is above reproach and whose class standing is satisfactory.

It is our desire to give boys all the work they can do and then to help them have a good time.

ADMISSION.

Boys who desire to enter should not be under fourteen years of age. They should be able to work with ease common fractions, to read well in the school readers, and to write a letter with proper attention to punctuation and the use of capitals.

Students below the seventh grade cannot do our work unless they are mature young men. Cigarette fiends are not desired.

SPECIMEN LETTER.

Dear Sir :

In reply to your inquiry we invite a careful reading of our catalogue which we send by this mail.

We think we offer excellent advantages for a boy who wants to make the most of himself. He will find good associations and teachers who will take personal interest in him. We feel that we can take a clean, manly boy, keep him so and return him with higher aspirations and with some attainments in scholarship.

The young man of today needs the best training as he must compete in life with trained men. It never pays to work with a dull axe. We sharpen the axe.

Education is costly, but ignorance is far more so. Inferior instruction is dear at any price. You will find our rates quite reasonable when you consider the advantages we offer.

We shall appreciate your patronage and can promise faithful oversight and thorough work.

"The untrained mind has never been able to render much service to mankind."

COURSE OF STUDY.

The course of study is not inflexible and may be changed when it becomes necessary. We give a thorough course in Arithmetic, devoting the first year and one term of the second to this work. Five terms are given to the course in Algebra and three to Plane Geometry. During the senior year it is our purpose to review higher arithmetic. In all this work emphasis is placed upon the learning of principles by solving a large number of exercises.

Our students begin their work in history with the study of Thirteen Colonies and The Story of the English in the first year. These are followed by a careful study of the history of Greece and Rome. During the last year we do advanced work in United States History and in Civil Government. In this work several text-books are consulted and reference works are used freely.

The first year in Latin and in Greek is given to the study of forms. Daily exercises in translation and in writing Latin and Greek are given and accuracy is required. In the second year of Latin we study the Grammar and read four books of Caesar or its equivalent. Here we require careful study of the grammatical construction of words and sentences with review of forms.

In the next class we take up the study of Cicero's Orations, including the history of the time, and prose

composition. In the Aeneid we seek to have pupils gain some appreciation of poetry. Mythological references are sought out, elegance of translation is emphasized, much attention is given to prosody and metrical reading.

We give two years in the Academy to science. In the first year of the course we give one term to Physical Geography and two to Physiology. In the second year Physics is studied throughout the year. Experiments are performed in the presence of the class and considerable laboratory work is done.

In our English course we seek not only to have our pupils write and speak correct English, but also to have them appreciate some classic literature. In the first year much time is given to composition writing. Two or three choice pieces of literature will be carefully read. In the second year more attention will be given to formal grammar. A few choice poems and some classic prose carefully studied will prepare pupils for the College Entrance Requirements to be given in the last two years. These will consist of Masterpieces of American Literature, Julius Caesar, Burke's Speech on Conciliation, Macaulay's Essays on Johnson and Addison, Milton's L'Allegro and Il Penseroso. In addition to the work in literature during the last two years we shall use as text-books Practical Exercises in English, Rhetoric, and Guide to Literary Criticism.

Special "parallel" reading will be required as fol-

"Have a purpose and do with your utmost might."

lows : First year, Sketch Book, Tom Brown's School Days, Pilgrim's Progress; second year, Ivanhoe, Last of the Mohicans, Idyls of the King; third year, Silas Marner, Vicar of Wakefield, Life of Goldsmith; fourth year, Sir Roger de Coverley Papers, Merchant of Venice, Macbeth. Each student will need a good dictionary.

PRIZES.

A prize will be given for the best general scholarship.

The Declamation Prize will be awarded for the best declamation at Commencement.

The Essay Prize will be given for the best essay.

An honor roll, including the names of all whose grades are above 80, will be published at Commencement.

Scholarship Prize 1905—Vivien Hill.

Essay Prize 1905—Sidney Vaughn.

Declamation Prize 1905—W. B. Hubbell.

SOCIETIES.

Each student will be expected to unite with the Harlan or Franklin Society and to take an active part in society work. The good results from such work cannot be overestimated.

CERTIFICATE.

Students completing the work of the school will receive a certificate showing the amount of work done.

This certificate will entitle the holder to admission to college. We intend that a certificate from our Academy shall be of more value than a degree from inferior colleges. No student whose influence has been harmful or whose conduct during his senior year has failed to meet the approval of the faculty will be given a certificate. This certificate will be awarded on the satisfactory completion of the course in English with six other points, Latin, Mathematics and Greek being valued at three each, History and Science two each.

ATHLETICS.

The large and beautiful campus gives ample room for all outdoor sports. There is not a better athletic field in the state. Proper athletic events will be encouraged. Tennis, baseball and football teams were organized last year and much interest was shown in these games. Occasional holidays and a field day for outdoor sports, consisting of running, jumping, baseball, etc., will be pleasant diversions.

LIBRARY.

Students will have the use of the large library of Hendrix College. This is an excellent working library for students. Besides the long list of books of general reading it contains many reference books and a large number of current periodicals. No student who fails to use the library can get the best results from his school life. It is not a luxury, but a necessity.

BOARD.

Students will find homes in the dormitories on the campus or in approved homes in town where they will have the oversight of Christian families. Tabor Hall is in charge of Mr. S. M. Brown, who has had experience in keeping boarders. It is, we think, a safe place for boys. Many of our best students have roomed there. Students furnish their own rooms, usually at small cost, and sell the furniture when they leave. Those who expect to board on the campus should bring with them towels, sheets, pillow and blankets. Pupils must not change their boarding places without consent of the Principal.

We reserve the right to change the grouping of students when it seems necessary. Boarding house keepers are expected to co-operate with teachers in the enforcement of rules.

EXPENSES.

Tuition per term (three terms per year) in advance.....	\$14 00
Library fee per term, in advance.....	1 00
Matriculation fee, paid once, in advance.....	1 00
Fees for Science classes, per term.....	\$1 to 2 00
Board at Tabor Hall, including fuel, lights, room rent.....	\$11 to 12 00
Board, room, fuel, lights, in families.....	\$11 to 12 50
Laundry per month.....	1 00
Books per year.....	\$5 to 10 00
Furniture, according to student's taste.....	\$6 to 20 00

The entire expense for the year may be brought

"Pursue vigorously those studies that give accuracy in learning."

within \$140 and need not exceed \$175 in private families. Students will be charged from entrance to close of term. Tuition will not be refunded except for protracted sickness.

ADVANTAGES.

1. Personal supervision by a faculty of experienced teachers.

2. A cultured, moral, and healthful community.

3. Association in Y. M. C. A. and literary societies with college students of high character.

4. The full equipment and large library of Hendrix College.

5. A reference library selected for academic students.

6. A student who is prepared in some subjects for college may pursue one study in College and others in the Academy.

7. A school life richer and fuller than that of public schools, yet more carefully directed than that of the colleges.

8. A high class training school under most favorable surroundings at reasonable cost.

For further information write to the Principal of the Academy, Conway, Ark.

SUMMARY OF COURSE OF STUDY.

MATHEMATICS.

- I. Grammar School Arithmetic.
- II. Arithmetic, New School Algebra.
- III. New School Algebra.
- IV. Plane Geometry, Higher Arithmetic.

LATIN.

- I. First Latin Book.
- II. Second Year Latin; Grammar.
- III. Cicero's Orations; Composition.
- IV. Aeneid; Composition.

HISTORY.

- I. Thirteen Colonies; Story of the English.
- II. Greece; Rome; Arkansas History.
- III. U. S. History; Civil Government.

SCIENCE.

- I. Geography; Geographical Readers.
- II. Physical Geography; Physiology.
- III. Introduction to Physics.

GREEK.

- I. First Greek Book.

ENGLISH.

- I. Lessons in English; Classics.
- II. English Grammar; Literature.
- III. Practical Exercises; Composition; Masterpieces of American Literature.
- IV. Guide to Literary Criticism; Rhetoric; Entrance Requirements; Composition.

'Youth is the golden age of life.'

SENIOR PROGRAM.

AN EVENING WITH GREAT AMERICANS.

A Great Literary Man.....	Tignor Thompson
A Great Statesman.....	Roxie Clark
A Great General.....	Roger Weems
A Great Woman.....	Ethel Wilson
A Great State.....	Joe McHenry

Presentation of Certificates.

SENIOR CLASS ROLL.

Joe McHenry, Pres.	Miss Roxie Clark.
Miss Ethel Wilson, Sec.	Alonzo Donnell.
Leroy Wasson.	Tignor Thompson.
Roger Weems.	Douglass Garland.

"Quit you like men."

SCHEDULE OF RECITATIONS.

9:00- 9:15	CHAPEL SERVICE.		
9:15-10:00	III English,	II English,	I English,
10:00-10:45	I Latin,	I Greek,	III History,
10:45-11:30	I Mathematics,	IV Mathematics,	II Science,
11:30-12:15		I Science,	III Science,
1:30- 2:15	IV English,	II History,	I History,
2:15- 3:00	III Latin,	III Mathematics,	II Mathematics,
3:00- 3:45	IV Latin,	II Latin,	

Periods will be assigned for lessons in spelling and penmanship.
This schedule may be changed when circumstances require.

"With all thy getting get understanding."

ROLL.

Jamie Anderson	Clyde Donnell
Willie Anderson	Thos. Davis
Ben Atwood	William Davis
Howell Brewer	John Dunlap
Chas. Bryant	Edward Dickson
Walter Barger	Elisha Dyer
Key Barger	Earl Edney
William Bell	J. R. Ennis
Gifford Bell	Edward Forrest
George Bennett	W. J. Faust
Cleveland Berry	Jesse Freeman
Frank Brown	Samuel Fair
Alfred Brown	Annie Floyd
Chester Brown	Conway Gardner
Howard Bowen	Douglass Garland
Clyde Blewster	G. B. Greer
Frank Beasley	Amos Greer
Lou Bryant	Harrell Gist
W. F. Blevins	Marvin Hale
John Blythe	Homer Hammons
Casey Cantrell	B. Harrison
Gertrude Cantrell	Robt. Holloway
Pierce Cantrell	Garland Higgs
Roxie Clark	George Hartje
Katie Clary	Opie Hartje
Fred Cole	John Hogue
Norman Coyle	Carl Hickman
Anderson Compton	Allie Hill
Alonzo Donnell	Vivien Hill
George Donnell	W. B. Hubbell
Hassell Donnell	Clyde House
Norman Donnell	Dixie House

Louie Hodges
Payton Harrell
Milton James
Mamie James
Harry Jones
Frank James
Charles Jones
E. M. Kelsey
William Laseter
L. P. Lark
John Lewis
Jesse Lincoln
Minor Lyttle
T. F. Lewis
Otis Lawrence
J. T. McBride
Olin Murphy
Geo. Murphy
Max Marble
J. G. Menard
Booth Moore
Oscar Martin
Joe McHenry
Carl Monk
Chas. Mixon
Sam Murphy
John McNeill
William Naron
Glover Orrick
A. Parsons
Ben Parsons
Arch Pearson
Chas. Porter
Neill Peebles
Benz Pearson
Ed Powell

Ross Piercey
Claud Pearle
J. M. Robinson
Arthur Riggs
Cleo Royer
Roy Rogers
Thomas Scott
Herbert Scott
Custer Steele
Frank Sewell
Arthur Smith
Harry Sims
Elmer Schoggen
Green Sowell
Tignor Thompson
Wm. Teeter
Roy Vann
Sidney Vaughn
Maggie Valentine
Ellender Weaver
Charles Weaver
Massie Weaver
M. B. Williams
Lennie Wallace
Leroy Wasson
Richard Watts
A. Wilkinson
L. Wilkinson
Ira Winfrey
Alva Wilder
Solon Wilder
Ethel Wilson
Everett Wolfe
Roger Weems
Robert Yarbrough

INDEX.

Academy, Hendrix College.....	97	Graduates.....	59
Academy, Gentry.....	65	Greek Courses.....	21
Academy, Imboden.....	67	History Courses.....	22
Academy, Mena.....	68	History of College.....	3, 4
Academy, Stuttgart.....	70	Janitors.....	52
Accredited Schools.....	72	Journal.....	50
Admission Examinations.....	11	Laboratory.....	48
Admission Requirements.....	12	Land.....	54
Affiliated Academies.....	63	Latin Courses.....	25
Alumni Association.....	62	Lectures.....	51
Athletics.....	51	Librarians.....	52
Bachelor's Degree.....	38	Library.....	46
Beneficiaries.....	44	Lights.....	44
Boarding.....	45	Literary Societies.....	49
Board of Trustees.....	7	Location.....	53
Buildings.....	54	Manual, Student's.....	42
Calendar.....	2	Master's Degree.....	38
Campus.....	54	Mathematical Courses.....	26, 27
Central Baptist College.....	53	Mena Academy.....	68
Central Collegiate Institute.....	3	Mirror, The.....	50
Certificates.....	33	Museum.....	48
Change of Name.....	4	Natural Science Courses.....	28
Choice of College.....	56	New Students.....	55
Committees of Board.....	8	Officers of Board.....	8
Committees of Faculty.....	10	Orations, Senior.....	37
Control.....	5	Outline of Courses.....	17
Courses of Instruction.....	17	Ownership.....	5
Declamations.....	40	Parents.....	55
Degrees.....	36	Philosophy Courses.....	37
Departments.....	16	Political Science Courses.....	33
Discipline.....	41	Prizes.....	52
Dormitories.....	45	Purpose of College.....	6
English Courses.....	17	Reading Room.....	46
Entrance Examinations.....	12	Recitations.....	39
Entrance Requirements.....	11	Register of Students.....	58
Essays.....	40	Reports.....	39
Examinations.....	12, 39	Schedule of Recitations.....	35
Expenses.....	43	Sloan Academy.....	67
Faculty.....	9	Stuttgart Academy.....	70
Fees.....	43	Tabor Hall.....	45
Free Tuition.....	44	Teachers.....	55
French Courses.....	20	Theses, Senior.....	37
Furniture.....	45	Time of Opening.....	56
Galloway Female College.....	3	Trustees.....	7
German Courses.....	20	Women, Admission of.....	46
Government.....	41	Young Men's Christian Ass'n.....	50
Grades.....	36, 38		

Galloway Female College

And Conservatory of Music

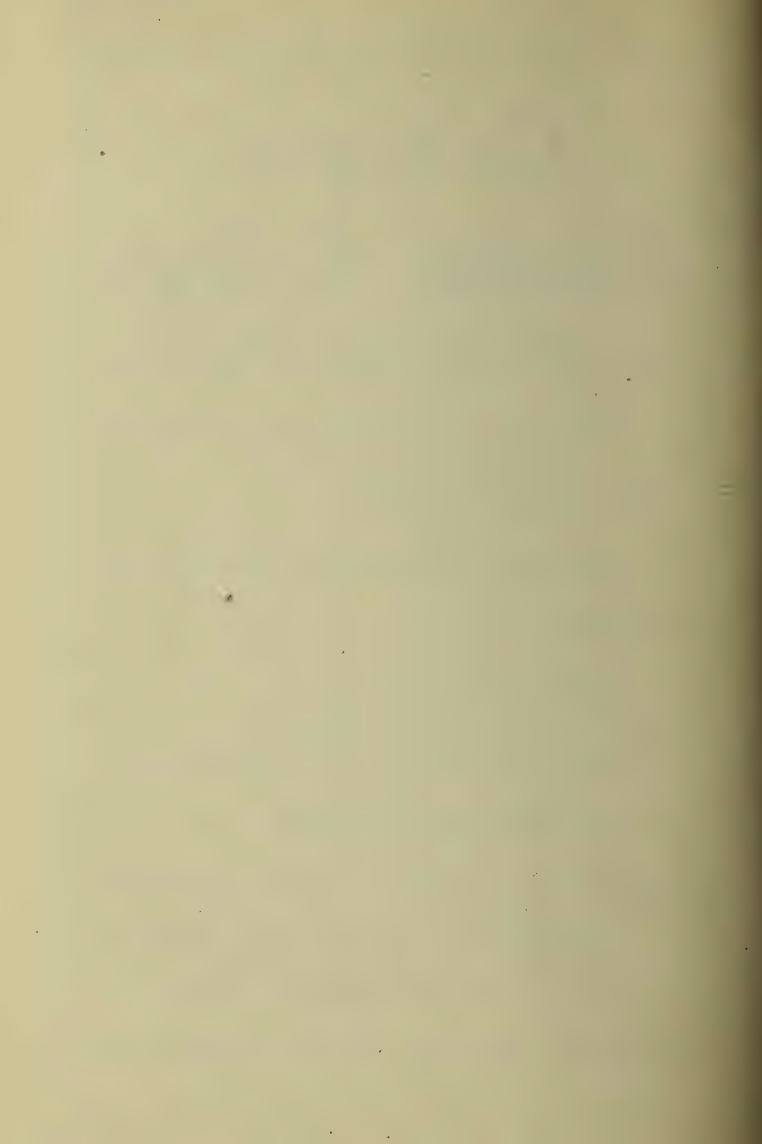
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